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ABSTRACT

The efforts are summarized of four Ohio institutions of higher education (Ohio University, Kent State University, Michael J. Owens Technical College, and Lorain County Community College) to develop and improve academic planning and budgeting processes. Supported by a grant by the Ohio Board of Regents and the National Center for Higher Education Management Systems, the project began on June 1, 1978 and lasted one year. At each institution staff designed and carried out tasks specific to those institutions. These included such elements as incorporating formative evaluation in the administrative planning process, increasing the use of information systems, eliminating unnecessary paperwork, facilitating multi-year planning, avoiding conflicting or overlapping committee assignments, making inventories of existing data, drafting management packages, improving data collection and analysis, revising budget submission procedures, and conducting needs assessments. Exemplary activities are highlighted, and all activities are detailed. Appendices include the provost's description and charge to the structural review committee, the structural review committee's final report of May 1979; a compendium of historical information for planning, a description of the staff planning process, sample planning reports to planning units, and a description of the revised procedures for preparing proposals of the current status of the planning process. (MSE)

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Ohio
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Management Studies
Task Force Series

planning
for the
80's

Identifying and Encouraging Exemplary Projects of Academic Planning and Budgeting

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Planning for the 80's: The Ohio Board of Regents' Management Studies Series

This report is part of a series of studies designed to provide new strategic direction for planning and management in higher education. The studies are intended to assist both institutions and the Board of Regents in responding appropriately to changing times and new demands on the higher education system.

The Management Studies Series was authorized and funded by the 112th Ohio General Assembly for the 1977-79 biennium. Project direction and contract awards were determined by the Ohio Board of Regents' Management Studies Task Force composed of administrative and faculty representatives from Ohio institutions, individuals from business and industry and members of the General Assembly. Focus of the projects was on effective management of academic resources and maintenance of institutional flexibility and stability in a time of unstable enrollments. Specific topics of study included: institutional and state-level program review, instructional budgeting practices, strategic planning for financial stability and flexibility, cost containment and management development.

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Identifying and Encouraging Exemplary Projects of Academic Planning and Budgeting

1979

National Center for Higher Education Management Systems
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Preface

This report summarizes the efforts of four Ohio institutions of higher education (Ohio University, Kent State University, Michael J. Owens Technical College, and Lorain County Community College) to develop and improve academic planning and budgeting processes. These efforts were supported by a grant awarded by the Ohio Board of Regents (OBR) to the four institutions and the National Center for Higher Education Management Systems (NCHEMS) "to identify and encourage exemplary projects of academic planning and budgeting." In awarding the grant, the Regents hoped that such identification and encouragement would ultimately help other Ohio colleges and universities improve their own planning and budgeting processes. This report is intended to provide that help.

The project began on 1 June 1978 and lasted for one year. At each institution, planning staff, with assistance from NCHEMS staff, designed and carried out the various tasks described in the following pages. At Ohio University, the project was overseen by Charles Harrington, Director of Information Services, and June Evans, Assistant Director of Information Services; at Kent State University, by William E. McKinley, Jr., Director of Resource Analysis and Planning, and George Korsun, Information and Resource Analyst; at Michael J. Owens Technical College, by Ivan G. Kurtz, Assistant President, and Gary Cotton, project consultant; and at Lorain County Community College, by Stephen Jonas, Director of Institutional Planning and Research. NCHEMS staff providing consultative assistance were Sherrill Cloud, Richard Johnson, Oscar Lenning, and Cathleen Patrick.

At the end of each quarter, institutional and NCHEMS staff recorded the project activities conducted during the preceding three months. These accounts were then summarized by NCHEMS staff and submitted as a series of progress reports to the Board of Regents.

Throughout the project, valuable advice and assistance were provided by the Project Advisory Group, composed of Kenneth Donnelly, University of Cincinnati; Ken Kutina, Case Western Reserve University; and Melvin D. Orwig, NCHEMS. In addition, Raymond Kieft of the University of New England provided consultative services.

Special thanks go to Nathan Gans, for writing and editing the final draft; Mary Hey, for proofreading it; Clara Roberts, for supervising its production; and Dianne Bernier and Trina Ernst, for providing administrative support and coordination.

Frank Armijo
Senior Associate, NCHEMS
Project Director

Introduction

Until the present decade, planning in American colleges and universities focused mainly on expected growth. Carried out by a few senior administrators, each responsible for a major function area (such as academic affairs, student affairs, budget, or physical plant), planning usually involved establishing new programs, acquiring new resources to support them, or both. In each area, it characteristically proceeded with a limited awareness of similar activities in other areas and with little concern for compatibility.

During the last ten years, however, this almost casual approach to planning has been rendered inadequate by the combination of static and even declining enrollments; persistent inflation; increased competition for funds, both public and private; and public doubt about the value of higher education. To successfully chart their futures in the

1980s, colleges and universities will need to plan in a comprehensive, systematic fashion in which traditionally disparate activities, such as program planning and budgeting, are well integrated. Recognizing this need, the Ohio Board of Regents in early 1978 invited

> institutional proposals for specific development activity which would take advantage of local circumstances uniquely permitting major progress (in planning and budgeting) to be made at this point in time. The project seeks to recognize very special local conditions which would enable substantial planning and budgeting progress to occur within the instructional programming components of institutions, and to make supportive grants to partially fund specific development activities. Such projects would have the dual value of advancing academic planning and budgeting within the individual institutions themselves, and of serving as exemplary models for the guidance of other institutions. (RFP, p.2)

Specifically, the Regents sought to encourage modifications of existing academic planning and budgeting processes within institutions so as to integrate available quantifiable data about required service levels, outcomes sought, resources utilized, costs incurred, and performances achieved, with customary judgments about future needs growing out of historical activity and spending levels.

To accomplish these goals, the Regents awarded a grant of $130,000 to four Ohio institutions--Ohio University, Lorain County Community College, Kent State University, and Michael J. Owens Technical College--and the National Center for Higher Education Management Systems (NCHEMS) to identify and encourage exemplary projects of academic planning and budgeting. With help from NCHEMS, each institution was to improve an academic planning and budgeting process as well as the use of existing data, reports, and research analyses in decisionmaking. The principal outcome of the project was to be a set of descriptive summaries of the experiences of each of the four institutions to serve as potential models for other Ohio colleges and universities; a secondary outcome was to improve planning and budgeting at the four institutions themselves. This report contains the set of descriptive summaries.

In awarding the grant, the Regents sought to develop exemplary planning and budgeting processes that would be of greatest value to other Ohio colleges and universities. The choice of institutions reflected the difference in planning and budgeting issues and operational strategies between four- and two-year institutions. Moreover, the four institutions differed in terms of mission; data needed for planning; enrollment trends; and problems posed by the mix of programs, students, and faculty. Lorain County Community College is a comprehensive community college with transfer, technical, and community-service programs. Michael J. Owens Technical College specializes in vocational-technical programs. Both Ohio University and Kent State University are comprehensive universities. Located in the rural community of Athens, Ohio University is primarily a residential institution. Kent State, on the other hand, located between Cleveland and

Akron, enrolls students living in large urban centers. The evolution of planning techniques at the four institutions was at a different stage, and together they constituted an ideal setting for the development of planning and budgeting models.

At each institution, institutional staff designed a project and accompanying tasks, with assistance from NCHEMS, that would identify, critique, support, supplement, or extend existing academic planning and budgeting efforts. Staff at each institution documented their activities, progress, and problems in the hope that their experiences would ultimately benefit other Ohio colleges and universities. Following is a brief description of the existing planning and budgeting process at each institution at the beginning of the project and a summary of project activities.

Ohio University

At the beginning of the OBR project, Ohio University was implementing a planning and budgeting process initiated in fall 1976 as part of its 10-year Educational Plan. In 1976-77, staff at the University developed institutional-mission and environmental statements, and projections of enrollment, staffing, and financing. Subsequently faculty members and administrators developed goal statements for each part of the institutional mission statement. In addition, to support the Educational Plan, institution-wide plans related to residence halls and needs for other facilities were developed.

In 1977-78, University staff developed and implemented a system to facilitate planning at the unit level, by specifying steps to be taken in developing short-term program objectives that could be used to accomplish long-range goals. In addition, the provost appointed the University Planning Advisory Council (UPAC) to review the program objectives of each unit and to ensure that such objectives would remain consistent with the Educational Plan.

Two years after the University began revising its planning process as part of its Educational Program, it was awarded the grant by the Board of Regents to extend that revision. When awarded the grant, the University was preparing to implement the first of its unit program plans. To develop exemplary processes of planning and budgeting at Ohio University, University staff, with assistance from NCHEMS, designed a project consisting of seven tasks:

I. Modifying existing planning process to incorporate ongoing review and appropriate revision of administration structures. This task was established as a result of UPAC review of the program objectives and proposals of planning units, a review that revealed considerable overlap of missions and objectives and a lack of procedures for shifting resources from one planning unit to another.

II. Increasing the use of planning information in decision-making. This task comprised three subtasks:

   A. Assembling and distributing to all planning units and UPAC a computerized compendium of departmental planning information.

B. Projecting, in detail, total University, college, and departmental enrollments and subsequently the estimated student credit-hour loads required from each college. (This was later modified to include projections at the college and university levels only.)

C. Holding a retreat to discuss mechanisms for using institutional forecasts in planning decisions and the redistribution of staff and other resources from one planning unit to another.

III. Holding informational meetings between UPAC subcommittees and departmental planners to evaluate the departmental goals and plans submitted to UPAC under the two-year-old planning system. It is broadly recognized at the University, as elsewhere, that formal, written evaluation and criticism cannot by itself sustain enthusiastic participation in a planning process.

IV. Revising the planning manual to reflect improvements in the planning process. New members of UPAC need to be informed about changes in the planning process; in addition, faculty and staff who have assumed new responsibilities for departmental administration and planning require a current description of the entire program-planning process.

V. A review of planning forms submitted by each planning unit to eliminate unnecessary requests for information requested and to standardize style and format. New planning systems often request excessive amounts of information from planning participants.

VI. Consideration by UPAC of procedures to facilitate multi-year planning. The initial experience with the current planning process focused primarily on the ensuing fiscal year.

VII. Developing procedures to avoid conflicting and overlapping committee assignments by UPAC and the Curriculum Council. Under the existing planning process, proposals for new programs were often submitted to UPAC for funding without the prior evaluation and approval of the Curriculum Council. This practice posed procedural and political difficulties for both groups.

Kent State University

Seven years ago, Kent State began development of a systematic planning process by establishing the Institutional Planning Committee (IPC). Chaired by the vice-president of the board of trustees, the IPC was charged with developing a long-range plan for the University. In its final report, the IPC described the University's role and mission and its own planning objectives and offered several recommendations to improve the organization, administration, and management of both academic and nonacademic programs. Since then, staff at Kent State has worked to refine and implement the original IPC plan. A principal objective of this plan has been to establish procedures for developing an efficient system for measuring and evaluating the performance of academic programs. Such a system, staff feel, would help administrators assess needs, estimate costs, and allocate and reallocate resources.

By 1978, staff of the Kent State Office of Resource Analysis and Planning (RAP) had created a substantial information base consisting of specialized reports developed from computer printouts related to such topics as budgets, enrollments, staffing, and curriculum; and of the computer printouts themselves, which provided information on course loads, generation of income by student credit hour, instructional activity of faculty, and similar subjects. By the beginning of the OBR project, the number of both types of reports had created a profusion of information on academic-program activity, which few administrators were able to comprehend and use in managing programs. Though more than 70 of these reports had been distributed to various administrative levels, their use in and impact on decisionmaking was unclear. Nor was any information forthcoming from administrators on what additional types of information and in what formats would facilitate planning. To this end, RAP staff, with assistance from NCHEMS, designed a project that would improve the University's existing data base and reporting system by developing a management package of reports that administrators could use in planning and budgeting. To accomplish these goals, six tasks, with appropriate subtasks, were conceived:

I. Creation of the project task force and inventory of existing data and reports

II. Drafting the management package

III. Conducting workshops to familiarize deans and chairpersons with the management package and to evaluate its usefulness

IV. Assessment of recommendations

V. Incorporation of the recommendations into the management package

VI. Evaluating the effectiveness, utility, and relevance of the package

Michael J. Owens Technical College

As at most technical colleges, planning at Michael J. Owens Technical College has traditionally been carried out informally by the president and his staff. Recent developments, however, both internal and external to the institution, have indicated to Owens staff the desirability of establishing a systematic planning process. To help establish such a process, Owens staff, with assistance from NCHEMS, designed a project through which they could improve costing data, develop better information about the effectiveness of academic programs, and improve budget-submission procedures:

I. Improving costing data. For three years before the project began, College staff had unsuccessfully attempted to implement costing procedures and resource-allocation techniques developed at NCHEMS. As the first part of their project, College staff undertook a costing study that would project program costs through the NCHEMS Information Exchange Procedures (IEP) and Resource Requirements Prediction Model (RRPM). The ultimate goal of this subproject was to produce data that could be used in a systematic planning process. The specific tasks comprising this subproject were:

A. Completing the 1977-78 IEP data-collection effort
B. Processing the IEP data
C. Preparing RRPM software for operation
D. Preparing RRPM input
E. Using RRPM to validate 1977-78 data
F. Investigating institutional uses of and data formats for IEP data

However, an inconsistency between the College's personnel records and its general ledger prevented successful processing of IEP data and, consequently, the completion of this subproject. Owens staff are currently revising their personal-data procedures to make them consistent with those of their general ledger. College staff will make these revisions and complete this subproject in FY80.

II. Developing improved data for academic-program review. Staff decided to survey the attitudes of both students and employers toward the College and its programs to identify student goals and to determine how well the educational experience at Owens imparts occupational skills. Staff felt that such studies would also be useful as part of the North Central Accreditation review to be held in 1980. With assistance from NCHEMS, Owens staff designed a subproject consisting of six tasks:

A. Familiarization with relevant products developed at NCHEMS and elsewhere
B. Clarifying program goals
C. Familiarization with administration of the Institutional Goals Inventory (IGI)
D. Developing survey instruments for entering, current, and graduating students and for employers
E. Pilot testing instruments
F. Revising instruments according to pilot tests
G. Administering instruments to target populations

III. Developing revised budget-submission procedures. The existing budget-submission process at Owens omitted provisions permitting multiyear planning. College staff, with assistance from NCHEMS, designed a subproject to develop new planning and budget-submission procedures to accommodate this need:

A. Critiquing background paper and forms used in the current budget-submission process

B. Using revised forms for FY80 budget requests

C. Using FY80 forms to develop FY80 budget

D. Reviewing future plans and budget requests as basis for discussion of future priorities

Lorain County Community College

Staff at Lorain County Community College (LCCC) determined that planning at the College could be improved by developing (1) a process for implementing the College's long-range plan and integrating it with the annual management-by-objectives (MBO) system in operation since 1973, (2) better information for planning, (3) a program-review and evaluation process, and (4) procedures to assess student and community needs. Even though college staff recognized that only a limited number of objectives could be accomplished in any one of these four areas during one year, they felt it important to begin work in all four.

Rather than define specific objectives for each area, staff decided to make formulation of such definitions the first task in subprojects to be conducted in the four areas. The task force charged with conducting each subproject formulated various tasks, selected persons responsible for accomplishing them, identified the desired outcomes, and established a schedule of beginning and ending dates. Following is a brief discussion of each subproject:

I. Developing a process for implementing the long-range plan and integrating it with the MBO system. In 1978, the College developed a long-range plan for 1978-83. This plan discusses trends expected to affect the College and specifies planning assumptions and objectives for each major area of concern within the College. To implement this plan and integrate it with the existing MBO system, staff designed a subproject consisting of four tasks:

   A. Identifying sources of assistance
   B. Designing implementation procedures
   C. Scheduling and assigning responsibilities for accomplishing the objectives in the long-range plan
   D. Implementing objectives for FY80

II. Developing better information for planning. College staff wanted to determine what information would be most useful in decisionmaking, when would be the best time to collect it, and how it could best be used at both the institutional and unit levels. To accomplish these goals, they designed a project consisting of six tasks:

   A. Defining information requirements
   B. Identifying pertinent approaches taken at other institutions

C. Developing approaches for use at LCCC

D. Identifying data sources and procedures

E. Pilot testing the procedures

F. Using information in decisionmaking

III. Developing a program-review and evaluation process. A major institutional objective in the LCCC long-range plan was the development of a comprehensive program-review and evaluation process to provide the information necessary for decisions about program additions, deletions, and revisions. To accomplish this goal, staff designed a third subproject, consisting of the same tasks as those of subproject II. The process was developed for use in one instructional unit during the project year. In FY80, staff plan to revise the process, conduct a workshop to instruct personnel from other units in its use, and extend its applications.

IV. Conducting needs assessments. To support implementation of the long-range plan, LCCC required a systematic method for assessing student and community needs. To develop a needs-assessment process, staff designed a project consisting of seven tasks:

A. Identifying data sources and mechanisms for selecting target groups

B. Selecting target groups

C. Developing a plan for conducting the assessment
D. Conducting the surveys
E. Analyzing the data
F. Reporting the results of the analysis
G. Using the results in decisionmaking

Exemplary Activities

Before examining in more detail the activities conducted by each institution, it might be useful to note those activities that, in the opinion of project staff, may prove exemplary for other Ohio institutions. The account of Ohio University's attempt to improve an already mature planning and budgeting process could benefit institutions with similar levels of sophistication, as well as help those approaching such a level avoid mistakes. In addition, Ohio University's efforts to reform its administrative structure to improve planning and budgeting may be a harbinger of similar efforts at campuses across the country in the next decade.

Project activities at Kent State indicate that the quality of information used in planning is not improved by action of planning staff or administrators acting alone and that users must be involved and educated, on an ongoing basis, about information that they help produce and use. In addition, Kent State staff discovered the desirability of scheduling regular times for meetings and other planning and budgeting activities. The account of the Kent State project also reveals how academic leaders may be confused about planning and budgeting information; what may seem obvious and even trivial to administrative planners can sometimes confuse department chairpersons. One question not fully answered during the OBR project year at Kent State that may interest other institutions is to what extent the perspective of administrators new to an institution should be represented in designing and modifying a planning and budgeting process.

The experience of Michael J. Owens Technical College will be especially useful to institutions with similar missions. However, institutions with other missions will likely be interested in Owen's use of information about program costs to evaluate and modify existing programs and to plan new ones, as well as in Owen's development of an evaluation process through which it selected the TEX-SIS survey instrument as that most appropriate for its needs.

Staff at Lorain County Community College demonstrated how parts of the planning process described in the NCHEMS Handbook for Institutional Academic and Program Planning (1978) can be adopted for use in a two-year college. In addition, they developed several ways of educating administrators in the use of planning information and established program-review and evaluation procedures. More specifically, they demonstrated the advantages of establishing planning objectives as a block to be accomplished over several years and established procedures for developing working definitions of planning terminology.

The remainder of this report discusses in more detail the project activities and examines their significance for the four project institutions and other Ohio colleges and universities. The "Recommendations" at the end of the report assess the exemplary aspects of the project in more detail and suggest several ways to increase their impact.

Ohio University

An Historical Perspective on Planning at Ohio University

During the 1960s, academic planning at Ohio University focused mainly on specific program proposals to be funded from incremental income associated with continuous enrollment growth. Such planning was carried out independently of the formal budgeting process. This period of incremental growth, however, was in stark contrast to the planning environment of the early 1970s, when premature closing of Ohio University because of student demonstrations initiated a sequence of open planning and budgeting activities. At budget hearings broadcast on the campus radio station, major budget administrators presented requests and were questioned by the president, members of the University budget committee, and other persons who chose to attend. Questions often focused on insignificant expenditures or attempted to discover hidden facts that could be used to justify further budget reductions.

Some budget managers at times tried to exploit the openness of these hearings by obscuring important aspects of their budgets and provoking prolonged discussion of trivial or irrelevant issues. Less frequent but equally distressing consequences of the open hearings were their use as a forum for presenting political opinions with little relevance to internal budgeting at Ohio University. Moreover, many of the most vocal participants in the open budget hearings did not seem to understand principles of sound fiscal management or the complex, internal organization of a large university. In addition, each year new members of the budget committee had to be educated so that they could contribute to the budget-building process. Endless hours of valuable time from an ever-decreasing administrative staff were needed to explain complex fiscal procedures, such as mitigated transfers to auxiliaries from the University's general fund. Student concern at the hearings often centered on athletics, student cultural activities, and counseling services rather than on budgetary problems related to more complex and important academic programs and services.

Despite these problems, significant progress was made during this period. Several imaginative methods of cost curtailment were implemented. Programs were consolidated, administrative structures were reorganized in a more cost-effective manner, and several intricate and managerially frustrating decisions were made that might have been precluded by the inertia of a fiscally more stable period. The consolidation of separate library and media centers, placement services, and computing facilities were among the major examples of program reorganization with long-term positive impact.

Meanwhile, for nearly three years after January 1972, several planning committees worked to refine statements of institutional mission and to develop various measures of departmental goal attainment. These efforts, however, were carried out independently of the annual open-budgeting process and had little tangible impact on budget outcomes.

The lack of success of integrating budgeting, program planning, and evaluation was no doubt due, in a large part, to a series of prolonged financial crises. Enrollments plummeted by nearly 30 percent between 1972 and 1975. Pressure intensified throughout the University to project future enrollments at unrealistically high levels, invariably resulting in annual rebudgeting at the start of each fall-enrollment period. Since financial realities precluded funding of most proposed new programs, and since budget managers were preoccupied with immediate expenditure reductions and staff terminations, there was little enthusiasm for long-range planning or for incorporating the goal-setting activities noted above into the annual budgeting process. For major budget directors, significant confusion remained concerning such planning concepts as aims, goals, objectives, and program-mission statements. Furthermore, the open budget hearings engendered such resentment and hostility that formal efforts to develop statements of institutional mission and measurable departmental goals were repeatedly frustrated.

A new planning system based on sound academic policy, which in turn would determine fiscal decisions, was announced at Ohio University by President Charles J. Ping, in January 1976, five months after his arrival. The outline for developing mission and objective statements and consultative budgeting and for streamlining programs to match mission and objectives was introduced as a long-range concept. Although this new planning system was yet to be fully developed, its underlying principles guided budgeting in 1976-77.

The 1975-1976 academic year had been the fifth in a row in which enrollment at the Athens campus had dropped. (From 1971 to 1976, it had dwindled from 18,800 to 13,500.) In announcing the new planning system, President Ping acknowledged the frustration on campus resulting from past efforts to formulate goal and mission statements. He gave urgency, however, to the need to shape the future by noting forecasts of three to four years of relatively stable enrollments and support that would give the University time to chart its future and choose the means to realize it.

In response to President Ping's charge, University faculty and staff developed a comprehensive, program-based, and long-term planning process in 1976 as part of the University's 10-year Educational Plan. Twenty-one planning units were created to represent the major organizational units of the University. The planning officers of these units are responsible for explaining the objectives and operations of the planning process to their constituents and for conveying the judgments and opinions of constituents to the University Planning Advisory Council (UPAC).

UPAC integrates the contributions of individual planning-units into a balanced and cohesive institutional plan. Chaired by the provost, UPAC consists of eight faculty (five members of the executive committee of the Faculty Senate and three others nominated by the senate in consultation with the provost); three deans selected by the provost; one representative each from the Administrative Senate, Student Senate, and Graduate-Student Council; and two other administrators appointed by the provost. UPAC directs the activities of program-planning units; reviews planning policies of University-wide significance, such as revenue estimates and fee changes; and advises the provost on the allocation of resources for creating or enhancing programs.

The planning process consists of three phases. In the first phase, each planning unit formulates a set of program objectives describing in detail what it expects to accomplish with its estimated current resources. In the second, it indicates what changes in its activities may be required to meet the objectives. In the third, it develops an itemized set of objectives and activities that will require additional resources. Support for these additional objectives and activities comes from a University-wide, program-enhancement pool, whose monies are disbursed by the president and the provost, acting on the recommendations of UPAC. This planning process is an iterative one that produces an annual operating plan for the University in harmony with its Educational Plan.

Many of the tasks supported by the OBR grant emerged from a series of UPAC evaluation sessions held in June 1978 after completion of the University budget plan. These evaluation sessions noted several significant limitations of the existing planning process and identified seven tasks to improve it in its third year of operation.

Task 1: Planning Review of Institutional Structure

In UPAC review of program objectives and proposals prepared by individual planning units, duplication of missions and overlapping of program proposals were often noted. While significant shifts in both program emphasis and resource redistribution often occurred among departments within the same planning unit, the planning process made little provision for shifting resources from one planning unit to another. UPAC members regarded this omission as an impediment to accomplishing broader institutional missions set forth in the Educational Plan.

Since the planning-review process was by design a separate organizational entity existing apart from the administrative and governance structure of the University, questions regarding the reallocation of resources from one planning unit to another frequently led to consideration of alternative administrative structures. Along with the diminished prospects for incremental increases in resources through enrollment growth came the realization that structural changes represented an increasingly important source of resources for new and revitalized programs.

During the 1977-1978 planning cycle (the one immediately preceding the OBR project year), some 20 structural changes were proposed during UPAC meetings. Two were recommended by UPAC, approved by the University administration, and effected: the first reorganized the administration of graduate education, the second that of radio/television instructional studies and telecommunications broadcast facilities. Two UPAC subcommittees were charged with effecting these changes, but they achieved only limited success. The inescapable conclusion reached from this trial experience was that the planning process needed to be modified to facilitate such important changes.

Thus in September 1978 a special subcommittee of UPAC was created to study ways of revising institutional structure to facilitate planning. The chairperson of the psychology department (a former UPAC member) chaired this five-member subcommittee, which came to be known as the Structural Review Committee (SRC). Other members were the assistant vice-president for operations, the coordinator of student services, an academic dean, and a chemistry professor. The committee was charged with identifying modifications in the present administrative structure needed to increase the efficiency, effectiveness, and viability of the University. To accomplish this charge, the SRC decided first to review current administrative structures; second, recommend a plan for effecting structural changes with accompanying rationales; and third, conduct open discussions with affected units during all stages of the review and evaluation process.

The SRC began its work early in October 1978 and met 15 times until it presented its final report in May 1979. In conducting its work, the SRC took a long-term view of the University to determine what type of administrative structure would best meet the needs of the University as it entered the 1980s. In doing so, it drew up an overall University structural chart summarizing the various reporting relationships within the University. The committee also searched for more cost-effective alternatives to the present method of fulfilling typical administrative functions. Among the possibilities considered was the redistribution of instructional departments and schools into fewer colleges of equivalent size. (Currently the College of Arts and Sciences is larger than all other degree-granting colleges combined.) In addition, the SRC interviewed staff from similar universities to learn their administrative structures and approaches to administrative problems. From these studies, the SRC concluded that Ohio University offered a remarkable breath of academic programs for an institution of its size and level of financial support. The SRC felt that this breadth made it even more imperative that the University have an effective yet efficiently lean administrative structure. The SRC also found that the present administrative structure of the University included an unusually large number of units reporting directly to the provost's office, thus creating a relative imbalance in administrative functioning. These two conclusions established the setting for the SRC's further deliberations.

The SRC also addressed the problem of establishing a systematic procedure to review the administrative structure of the University. Several factors led the committee to adopt what came to be called a functional approach in this matter. The SRC felt that administrative structures should reflect administrative functions (such as continuing education, developmental education, or counseling). As an example of this functional administrative structure, the SRC recommended a creation of a general counseling unit.

Counseling services at the University had traditionally been provided by several different units, including Student Services, Counseling and Psychological Services, Resident Life, the Student-Development Center, and the Center for Afro-American Studies. The SRC found little coordination among these different units and considerable duplication of effort. In addition, the proliferation of counseling services often confused students, making it difficult for them to learn exactly what counseling services were available.

To determine the best way of administering counseling, the SRC interviewed representatives from these and other units at the University as well as appropriate staff at similar institutions. After its investigations, the SRC decided to recommend the creation of a general counseling unit. This unit would be responsible for all formal counseling carried out by the University, including career counseling, counseling of developmental students, psychological counseling, counseling of minority and international students, and peer and resident-life counseling. It would not, however, be responsible for academic advising (except that of undecided and special students), which would be provided by the appropriate academic units. To perform these functions, the new general counseling unit would include the Student-Development Center, Counseling and Psychological Services, Black Resources Center (an administrative-support unit within the Afro-American studies program), International Student Services, Resident Life, and Career Counseling. The new unit would report directly to the vice-president and dean of students. As a result of this administrative reorganization, the SRC believes that counseling services will be provided to students more effectively and efficiently, that potential conflicts of interest will be eliminated, and that the number of units reporting directly to the provost will be reduced.

In its report, the SRC also recommended that the two-year programs, bachelors-of-general-studies program, and ROTC program at present housed in the University College be temporarily assigned to the appropriate degree-granting units. Next year, the SRC plans to examine the general academic structure of the University and the administrative structure above the unit and departmental level. In addition, it will investigate the possible reduction of the number of degree-granting colleges. Ohio University has nine colleges, considerably more than other institutions of comparable size. In addressing this question, the SRC will compare Ohio University with similar institutions.

One insight that staff at Ohio University gained during the meetings of the SRC that might help other institutions was that if an institution is considering reducing programs to provide money for planning, it must involve budget administrators, especially deans, in decisions about such reductions. If only planners and other administrative staff are involved, such decisions may ignore political realities and will thus have little chance of being successfully implemented.

Appendix 1 contains the provost's description of the SRC and its responsibilities and the SRC's final report.

Task II: Increasing the Use of Planning Information in Decisionmaking

The first year (1976-1977) in which the planning process was used at Ohio University confirmed the need for relevant planning information and procedures governing the use of such information. Extensive planning information had long been available at the University. Its systematic use in decisionmaking, however, had been implicit and fragmented, usually focusing on specific but unrelated issues. Typically the Office of Institutional Research intermittently provided administrators with an array of management reports with general relevance to planning. These dealt with specific topics, such as student headcount enrollments, and contained both historical information as well as short-term forecasts.

In using these reports, administrators often discovered that related information relevant to decisions about specific programs was contained in separate reports compiled at different times. In addition, these reports often contained both historical information (which was static) and projections (which were subject to continuous revision). Furthermore, forecasts for planning were limited to single-number projections and did not include best estimates accompanied by a range of probable estimates. To correct these deficiencies, three subtasks were proposed for improving the use of analytical data in program planning.

Subtask A: Development of a Compendium of Historical Information for Planning

To enhance the use of historical information in planning, relieve planning units of the burden of collecting planning data, and ensure that relevant planning information would be uniformally available for all units, University planning staff compiled a computerized compendium of departmental planning information. By the first week of September 1978, they had completed the requisite systems analysis and programming. The provost and his staff subsequently reviewed the available information and formats for presenting it and offered several suggestions for improvement. The planning staff then incorporated these suggestions to improve the usefulness of this information. The next step was the preparation of a report describing the various sections of the compendium, the basis for various computations, and any limitations or assumptions incorporated into the analysis. This report, along with a proposed format for the compendium, was presented to UPAC for criticism in October 1978, and programming for the project was completed by 30 November. After incorporating the changes recommended by members of UPAC and other reviewers, in February 1979, the planning staff prepared copies of the compendium for all planning-unit program officers and members of UPAC for use in the current planning process.

The compendium has become a key resource for all planning participants in reviewing funding proposals. The initial compendium was limited to information for credit-generating units on the Athens campus. Regional-campus planning committees requested and received similar reports for branch-campus programs, and a supplement to the Athens-campus report was issued that presented relevant information for nonteaching support units.

During the spring quarter, the original report was expanded to include additional information judged to be important to the planning process. These additions included faculty and staff salaries by department; student attrition patterns by academic program; and application, admission, and matriculation information for entering students. Additional sections are planned for the next cycle of the planning process.

The compendium is organized according to academic departments. The sections for each department contains four major subsections: students, courses, staffing and productivity, and expenditures. The planning-profile information is at present limited to the credit-generating academic units of the University. College-level summaries and the total University summary are simply aggregations of the academic departments and at present do not include support units within colleges. (Appendix 1 contains a more detailed description of the compendium, along with sample profiles for a department.)

Subtask B: Planning-Forecast Profiles

In the year preceding the award of the OBR grant, enrollment forecasts were limited to total University projections and provided the basis for revenue estimates. However, experiences during the first year of planning conducted under the Educational Plan revealed the need for more detailed forecasts to help units develop staffing plans and provide background information for reviewing position vacancies and for accomplishing three-year program reductions proposed during the 1977-78 planning process. Planning staff thus proposed that the fall 1978 actual enrollment figures should provide the basis for updating enrollment forecasts through 1990. While fall 1978 undergraduate enrollment was virtually as projected, graduate enrollment was somewhat less than projected, and significant shifts in course-enrollment patterns occurred.

Planning staff thus developed a student-flow model to prepare headcount enrollment projections for each student major. These headcount projections were applied to student course-load profiles through an induced course load matrix (ICLM), developed from the most recent student registration data, to estimate student credit-hour demand required from each department. (For a description of the ICLM, see A Handbook for Institutional Academic and Program Planning [Kieft, Armijo, Bucklew 1978], coauthored by a consultant to this project, the director of this project, and the Ohio University provost.) The planning staff was prepared to present credit-hour projections and staffing parameters to each college by 1 December; however, at the UPAC retreat held on 27 October 1978, planning staff learned that individual projections by department would be less useful than college-level aggregates. Not only were forecasting errors a matter of concern, but several constraints, including current tenure status, required college-level flexibility so that change could be managed within the context of realistic options.

By the end of March 1979, planning staff had completed the staffing forecast. Subsequently they held individual conferences with budget directors of all planning units to explain how data contained in the staffing forecast could provide background information for reviewing position vacancies and for accomplishing the three-year program reductions proposed during the 1977-78 planning process.

During April and March 1979, significant revisions were made in the student data-base system for processing graduate-student applications. Previously, data for accepted applicants only were proposed for inclusion.

In spring 1979, however, planning staff decided to retain information for all applicants for graduate study to facilitate a comprehensive validation of the admissions flow model for graduate enrollment. This inclusion, planning staff expect, will result in specific plans for increasing graduate enrollments in selected programs with growth potential.

Subtask C: Development of Staffing Plans

During 1977-78, a frequent criticism of the planning process was that it focused primarily on short-term budgeting. At the same retreat described in the discussion of subtask II B, participants examined this problem and formulated strategies for its resolution. Their work resulted in selection of a staffing model and the outlining of a process for using information in longer-range planning.

At the retreat, most participants agreed that the staffing model developed should be employed in conjunction with strategic program planning to analyze market segments to be served, institutional strengths and weaknesses in the context of those market segments, and planning strategies and priorities. There was also broad consensus that planning parameters should be used to guide assessment, evaluation, and decision-making. In summary, participants at the retreat felt that the planning process must:

- Be centrally coordinated and directed
- Be program- and planning-unit based
- Encourage planning units to define more precisely their goals and objectives

- Use enrollment models and trends as aids in predicting future enrollment patterns and student interests
- Make the growth potential of a program a major component in decisionmaking
- Be flexible and sensitive to new trends
- Ensure that the University exploit unexpected opportunities that might arise during the 1980s

After the retreat, student course demand, as forecast in subtask B, was used to project staffing needs for a five-year period (1979-1984) according to various assumptions of student enrollment. Staffing projections were prepared for all planning units, and individual review sessions were held by the provost with the budget directors of all planning units.

Nevertheless, uncertainties about legislative appropriations and the possibility of significant revisions to revenue estimates precluded developing mechanisms to translate institutional forecasts into staffing and other resource reallocations across planning units. Thus this subtask was not completed in the time allotted. However, the delays have afforded additional time for planning staff to develop agendas for staffing conferences, refine the format and thrust of the staffing plans to be developed by each planning unit, and revise a formal description of the process. (Earlier descriptions and reviews of the process had been informal.) Planning-unit staff will meet with the provost and vice-provost for planning to conduct a preliminary review of the formal process description. This initial conference will review the instructions previously distributed by the provost's staff, discuss any special circumstances that may affect each unit, and provide any needed clarification.

Appendix 1 contains a preliminary description of the proposed mechanism for staff planning developed as a result of the UPAC retreat and subsequent meetings. University staff are at present reviewing and revising this mechanism in accordance with the plans set forth at the beginning of the OBR project.

Task III: Planning-Unit Feedback

The initial implementation of the planning process in 1976 was characterized by extensive formal communication describing the process and calling for the development of program mission statements and objectives, and for proposals for new or modified programs. In the past, UPAC review and negative evaluation of proposals resulted only occasionally in request for resubmission. In addition, even when program goals were accepted, UPAC provided little additional information to planning units. In general, the most explicit evidence of agreement and acceptance by UPAC was the funding of a relatively small number of proposals for new programs or for the enhancement of existing programs.

Planning-unit participants, however, need specific information about their ongoing goals and objectives and also about the reasons underlying UPAC concurrence with or rejection of specific program proposals. Moreover, it was broadly recognized at Ohio University that formal, written information provided to planning participants could not itself create the dialogue needed to sustain enthusiastic participation in the planning process.

Thus five UPAC task forces, consisting of UPAC members and University planning staff, were appointed to meet personally with planning-unit participants in September and October 1978 to inform them about departmental goals and plans submitted during the first planning year. The initial meeting of each task force involved task-force members, the head of each planning unit, the planning officer for each planning unit, and the vice-provost for planning. This initial meeting clarified the charge to each task force and reviewed the general procedures to be followed. Major task-force assignments were to provide information regarding the previous year's process and decisions, discuss the status of proposals funded for the current year, review the format for 1979-80 proposals, and discuss the guidelines for the proposed evaluation to be used by UPAC during the next planning cycle. Task-force members were cautioned against involvement in proposal preparation or submission and against serving as advocates for the proposals submitted by planning units to which they were assigned. These task-force meetings were completed by the end of December.

One outcome of these initial meetings was the realization that accurate, formal documentation of past UPAC deliberations was inadequate and that changes in UPAC membership and departmental planning groups had complicated the exchange of information between the two. As a result, task forces prepared formal, written summaries of the UPAC evaluation for the current year and made them available to planning units.

By the end of March 1979, all program-planning units had submitted program-enhancement proposals to UPAC for FY80. After receiving these proposals for three weeks, UPAC task forces met with planning-unit officers to clarify the proposals, obtain supporting documentation, and make appropriate revisions. These review sessions also covered proposals funded for the current year and the success achieved by various units in implementing them. On 22 February 1979, the task forces presented their reports along with their preliminary recommendations to UPAC. These presentations inaugurated the UPAC process of final review and recommendations to the provost for funding.

By the end of May, the exchange of information regarding FY80 proposals presented for consideration during the current planning cycle was completed by the submission of formal, written reports from UPAC to the appropriate planning units. These reports supplemented the personal dialogue between planning-unit participants and UPAC task-force members that had occurred throughout the entire planning year. (Two of these reports are contained in appendix 1.) In addition, to augment this exchange, units were asked to report the implementation status of proposals funded during the current year. These reports have been submitted to UPAC; samples of those from one planning unit have been included in appendix 1.

Task IV: Revision of Formal Process Description

Task V: Streamlining of Requests for Information

Since the planning process is evolutionary, its formal documentation requires continuous revision. New UPAC participants must be informed about procedural changes, while faculty and staff who have assumed new responsibilities for departmental administration and planning require a current description of the entire planning process. (About one-third of UPAC membership changes each year.) To address these needs, planning staff revised the University planning manual in conjunction with the orientation of task-force members who provide information to planning units about acceptance or rejection of proposals, as described in Task III. In addition, early in the OBR project year, planning staff decided that it would be more efficient to address tasks IV and V together.

Task V called for the streamlining of requests and clarification of instructions. New planning systems often involve excessive requests for information. When coupled with vague or incomplete instructions, such requests confuse participants as to planning priorities and can engender hostility toward the process. Thus in addition to arranging meetings between UPAC members and planning-unit participants, planning staff reviewed all University planning forms, deleted requests for detailed budget and staffing summaries, and clarified instructions. Other revisions were made to achieve uniformity in proposal style and format to expedite the review process and to facilitate the updating of previously submitted goals and objectives. Proposals for various program-enhancement funds were combined into a single request document. (Previously there had been separate request forms for funds for program enhancement, extraordinary inflation, and new programs.)

These revisions were completed by early January. A revised description of the planning process, including instructions for revising goal statements and preparing proposals for program-enhancement funds, was distributed to planning units. (Appendix 1 contains a description of these revised procedures and of the current status of the planning process.)

Task-force members were encouraged to review these revised procedures and forms with all planning-unit participants during their meetings throughout the year. From these reviews emersed a consensus that the new consistency among proposal format had made UPAC evaluation of proposals easier.

Additional follow-up activities, not included in the OBR project, are planned for the first week of July 1979. At a retreat for current and new UPAC members, planning activities for the current year will be critiqued and task assignments will be made for the next iteration of the planning process. Among these tasks will most likely be further revision of the formal planning-process description to improve University planning.

Task VI: Multiyear Emphasis

In fall 1978, UPAC members discussed developing planning parameters for each planning unit for five- and ten-year intervals. The target date of February 1979 was established for preliminary distribution of these parameters. Such parameters, UPAC members felt, would create a context in which units could formulate multiyear goals that would be updated annually to reflect interim goals and objectives as changing circumstances dictated. However, the absence of an approved long-range staffing plan precluded any realistic planning activity beyond budget-building for the upcoming year.

Task VII: Curriculum Council and UPAC Coordination of Program-Review Proposals

For many years, University curriculum has been the focus of academic-program review. Proposals for new programs or significant revisions of existing programs must be submitted to the appropriate subcommittee of the Curriculum Council for implementation. However, proposals for new programs have often been submitted to UPAC for funding without prior submission, evaluation, or approval by the Curriculum Council. Since this practice posed procedural difficulties for both groups, a need for closer coordination and sharing of information between the two was clearly indicated. In task VII, procedures were developed to avoid conflicting and overlapping committee assignments.

In attempting to resolve this problem, UPAC decided to limit its funding of new proposals not previously approved by the Curriculum Council to support of planning or provisional start-up costs (that is, seed money) and provide that the chairperson of the Curriculum Council be an ex officio member of UPAC. When a proposal for a new program is submitted to UPAC before it has been approved by the Curriculum Council, UPAC decided to follow this procedure:

1. UPAC provides a small amount of seed money
2. Curriculum Council evaluates the proposal

3. If the evaluation is favorable, UPAC will consider providing more substantial funding

Follow-up Activities and Outcomes

Changes made during the course of the OBR project have encouraged enthusiastic participation in the planning process, as have the approaches to staff planning that evolved from the October retreat and the individual staffing conferences.

The OBR project produced unforeseen benefits as well. For example, to track changes in the allocation of program-enhancement funds, planning staff developed a computerized monitoring system. During the summer, after UPAC has finished its work for one academic year and before it reconvenes in September, the provost often receives new information about additional sources of funds or expenditure requirements. Based on this information, the provost revises, where appropriate, the expenditures authorized by UPAC during the previous year. UPAC members did not dispute the provost's authority to make such decisions, but they did need an explanation of the basis on which such decisions were made. Implementation of the system that planning staff developed to provide such an explanation was begun with budget allocations recommended by UPAC; the system was approved by the president and trustees in April 1979. It tracks the evolution of spending authorizations from the final planning report through the development of detailed budgets for the University accounting system. From it, a cumulative summary of charges can be prepared for each unit for use during the UPAC activities during the ensuing year. The development of this system is viewed at the

University as a positive side effect of the project.

Finally, an heuristic benefit of the project was that it forced University planning staff at each stage of the project to articulate and record their problems and accomplishments and to analyze the results of their efforts. Performing these duties helped University planning staff understand and evaluate the evolving planning process and to communicate its value to others within - and now, without - the University.

Kent State University

An Historical Perspective on Planning at Kent State

Planning at Kent State since the early 1960s may be traced through three rather distinct periods. First, between 1960 and 1970, came a period of ad hoc and consultant planning that produced separate and generally unrelated reports on academic programs (The Blue Ribbon Committee), long-range facility development (Sasaki, Dawson, and DeMay--consultants), University organization (Booze, Allen, and Hamilton--consultants), and other formidable subjects.

The second period commenced in 1971 when an effort was initiated in comprehensive University-wide planning. Led by the president of the University and a member of the Board of Trustees, the Institutional Planning Committee (IPC) was appointed to carry forward this planning. The IPC consisted of two trustees, five faculty, two department chairpersons, one dean, five administrators, two students, one alumnus, and one citizen from the city of Kent. The IPC faced a difficult situation, since Kent State had only recently endured the tragedy of 4 May 1970 and was buffeted by declining enrollments and extraordinary expenses.

In 1973, the IPC issued its final report. The long-range plan that the IPC produced contained a statement of institutional mission and role, a description of goals and objectives required to fulfill the mission, and 31 specific recommendations for action. Over 500 copies of the report were distributed and provoked considerable debate. Some of the results of the work of the IPC were:

- Reorganization of the College of Business Administration
- Creation of a new office for continuing education
- Reduced expenditures for athletics
- Creation of a consortium for a new medical school
- Revision of curriculum and programs for the School of Architecture

To help implement the long-range plan, the president created an Office of Resource Analysis and Planning (RAP) to report to the executive vice-president and provost. In this third period of planning (that of refinement, reassessment, and implementation), RAP was charged with developing procedures to govern the reallocation of resources among programs; implementing and improving the long-range plan; and providing information to decisionmakers to help them formulate plans, devise budgets, and evaluate programs. Since 1974, RAP has produced reports to help administrators measure program activity and developed information systems related to planning and evaluating programs. It was largely through RAP's efforts to provide decisionmakers with the information required to implement the long-range plan that planners and administrators discovered the need for improvements in both the content and format of information used in planning.

By 1978, RAP had developed for planning-unit directors a substantial information base consisting mainly of technical reports and computer printouts on special topics such as budgets, enrollments, staffing, curriculum, and course loads. As this data base grew, it became more specialized and complex. By 1978, few administrators were able to comprehend the full scope of the data base or understand the relationship between data sources and final reports. RAP staff felt that future attempts to improve the quality of information needed for planning should focus not on data but on those who need and use data. Needed information and formats for presenting it were usually determined by RAP alone or in consultation with the central administration. (Rarely did deans or chairpersons participate in developing planning reports.) As a result, RAP staff, with assistance from NCHEMS, conceived a seven-task project to improve the quality of information used in planning by increasing the utility of existing reports and by helping department chairpersons and central administrative staff understand how reports were generated and how they could best be used in decisionmaking.

Task I: Creation of Project Task Force and Inventory of Existing Data and Reports

To oversee the OBR project, the assistant vice-president for academic affairs appointed a task force whose members were selected according to two criteria. It was considered desirable that members represent the different administrative levels in the institution (that is, central administration, colleges, and departments), different disciplines, and departments of different sizes. It was also considered desirable that the task force consist of persons with varying degrees of administrative experience without as well as within Kent State. The inclusion of persons who had gained their administrative experience outside the University, it was felt, would bring fresh perspectives to bear on the question of what types of information were needed by decisionmakers. Although these fresh perspectives never fully materialized, the inclusion of persons new to Kent State administration on the task force helped RAP staff better anticipate many questions that the deans and department chairpersons would ask later by forcing the task force to articulate its reasons for including certain reports in the management package that it was developing for administrators to use in planning and budgeting. The presence on the task force of one person new to Kent State, however, instead of two, would probably have achieved the same result.

In addition to the assistant vice-president for academic affairs, the task force consisted of deans of fine and professional arts, arts and sciences, and business administration; the assistant dean of education; and the chairpersons of chemistry, allied health sciences, and economics. The deans, who emerged as the most important administrators on the task force, usually took the most active roles in its meetings. They had the clearest ideas about what kinds of information department chairpersons would require and were especially incisive in their questions. In addition, the sense of ownership that they developed about the operations of the task force increased the participation of other administrators in the workshops held later in the project. During the meetings of the task force, there was, for the most part, unanimity among deans and department chairpersons; the principal disagreements arose between the deans and department chairpersons on one side, and the assistant academic vice-president on the other. These disagreements, however, proved to be necessary stages in the development of better information for planning.

In studying the composition and work of the task force, one should note the highly centralized administration of Kent State. A single vice-president supervises all academic and student services and graduate programs. Institutions with a less centralized administration would most likely want to modify the composition of the task force by increasing the representation of top administrative levels. RAP staff felt that the best size for such a task force would be about a dozen members. Staff also felt it important to note that the assistant dean of education, rather than the dean, was a member of the task force. This alteration in an otherwise uniform procedure was made so that the assistant- and associate-dean level would be represented. Kent State enjoys a strong assistant- and associate-dean organization that holds regular meetings and takes an active role in administrative affairs. The assistant dean of education was chosen to establish a channel of communication between the task force and this group.

The task force held its first meeting on 22 November 1978 and met nine times in all. Even though these meetings have been held on Friday afternoons, attendance has been good; when members have had to be absent, they have always been careful to send surrogates. Scheduling the meetings of the task force presented more of a problem than scheduling those of the workshops at which the uses of the information for planning were explained, even though the workshops (which will be described later) involved many more persons. The workshops were scheduled for time periods already reserved for deans and chairpersons to meet, whereas no such time periods had been reserved for meetings of the different administrative levels represented on the task force. Staff at Kent State felt that other institutions would do well to anticipate scheduling problems.

At its first and second meetings, the task force prepared an agenda and calendar for performing the six other tasks that constituted the Kent State portion of the OBR project. At the direction of the task force, RAP inventoried the data reports already available for possible inclusion in a management package and presented the results to the task force as a catalog. This catalog included HEGIS, OBR, and internal reports, as well as reports used by similar institutions. Appendix 2 contains the agenda and calendar established by the task force as well as the catalog developed by RAP staff.

Task II: Drafting the Management Package

The catalog consisted of 52 documents, organized by the task force into seven functional categories: staffing, enrollment, finances, space, productivity, special intramural, and special extramural. RAP staff also provided eight other descriptors for each report and appropriate background information, including source and quality of data, the fact that a report may have been mandated (and if so, by what office), possible modifications, relationship of the report to other reports previously covered or to be covered, and other possible sources of similar information. (Appendix 2 provides definitions for each descriptor.) Task-force debate about whether to include each type of report in the management package centered around the utility of the report and level of detail required. At this stage, the task force was more concerned with including or excluding a particular type of report than with modifying it for use at Kent State or with creating a new type of report, although there were a few recommendations to change some procedures, titles, and formats.

The assistant vice-president for academic affairs led the deliberations of the task force, which were continued until consensus was reached. The largely implicit criteria that task-force members used to select reports for inclusion in the management package were:

- The utility of a report (real or perceived)
- Its cost-effectiveness (including the number of users, the ease of generation, and the cost of printing and distribution)
- Scope (in certain cases, reports with specific and narrow objectives were favored; in others, the task force chose those covering the most inclusive subjects)

- Comparability of data within the institution
- Quality of data
- Timeliness of the report
- The extent to which the source of data contained in a report would be recognized by users and the role of the report in the overall flow of information within the planning and budgeting process
- The desire to avoid confusing administrators by bombarding them with too much data in too much detail

By the end of March, two versions of the package had emerged from these discussions: the first, comprising 15 reports, was assembled for use by chairpersons; the second, comprising 27 reports, was assembled for deans.

Two modifications in the original project description were necessary to perform this task. The first was that the target date for completion, 15 November 1978, turned out to be too optimistic and consequently the completion of the task had to be delayed until 16 February 1979. Because of a continuing enrollment decline at Kent State, the president created in fall 1978 a second institutional task force to develop marketing strategies and increase institutional visibility. The activities of this second task force (the Institutional Advancement Committee), created in response to a critical, pressing need that required immediate attention, engaged the energies of RAP staff well into the beginning of winter quarter 1979. Institutions contemplating a similar undertaking can profit from Kent State's experience in this matter by building more flexibility in their schedule for completing the project.

The second modification was the decision to drop a subtask. In their original conception of the project, RAP staff planned to develop and administer a questionnaire to deans and department chairpersons, both before and after the workshops at which these administrators were to be briefed about the management package. However, after the task force began considering the different types of reports to be included in the package, RAP staff realized that few deans and department chairpersons could readily identify reports by their official title. Staff felt consequently that a pretest would provide little information on the effect of the workshops but might alienate some administrators and provoke resistance to improvements in the planning process. Furthermore, members of the task force and RAP staff felt that they already had an accurate, albeit intuitive, notion of the degree of familiarity possessed by deans and department chairpersons with the different types of reports in the management package.

One important side effect of the task-force meetings was that they helped RAP staff empathize with faculty in their attempt to understand and use the reports. As a result, RAP staff were able to develop more readable formats for presenting planning information.

Task III: Workshops to Familiarize Deans and Chairpersons with the Management Package and to Evaluate Its Usefulness

When planning the workshops, RAP staff divided deans and department chairpersons into two groups, so that there would be about 25 persons in each workshop. In the first group were administrators from arts and sciences, nursing, library science, and the graduate college. In the second were those from fine and professional arts; business; education; and health, physical education, and recreation. Each group attended three workshops. The first workshop, held on 7 May for the first group and 22 May for the second, dealt exclusively with OBR material. The first portion of each two-hour session covered the OBR Uniform Information System, focusing on available statewide, comparative data, such as student counts by major field of study, FTE enrollment by program, and degrees awarded. However, a relatively small amount of time was devoted to these topics, since OBR program codes are not totally consistent with Kent State departmental organization and since comparative data were unavailable for several academic units.

The bulk of these sessions was spent explicating the OBR Resource Analysis Model. Items covered included the instrument used in data collection (the Quarterly Instructor Service Report), algorithms used in the allocation of expenditures by program and program level, output of the model, and caveats regarding interpretation and comparability of the output. Also discussed were relationships between fee assumptions and subsidy rates and between program costs and program funding levels.

The second workshop, held on 21 May for the second group and 29 May for the first, dealt exclusively with internal data (primarily measures of departmental and individual productivity). On the agenda were reports related to course subsidy-level determination, budget planning forms, income-generation models, instructor profiles, enrollment and staffing trends, income cost ratios, and input-output matrices. All but the first two are interdependent and are designed to measure different aspects of productivity.

Each report was described by a staff member of RAP. A general discussion of the merits of each report followed, along with debate about past uses and experiences and desired changes.

The third workshop, held on 4 June for the second group and 5 June for the first, consisted of three sections. The first covered internal reports related to the credit-hour-enrollment, course-service matrix, by subsidy category and by course level; grade distributions; section size; and profiles of employment of graduates. The second, a general discussion on identifying unmet data needs, was intended to reveal administrators' perceptions of the relative importance of each need. Though participants seemed reluctant to identify their data needs during the workshop, afterward several met individually with RAP staff and task-force members and discussed such needs. These individual discussions underscored the advantages of limiting the size of the workshops to the combined size of the task force and planning staff.

The third section involved the distribution of a two-part questionnaire for evaluating the three workshops. On the questionnaire, participants were asked to evaluate the usefulness of information presented and identify any omissions of needed information. The evaluation of the management package itself focused on the clarity of presentation and the utility of each item. In addition, the evaluation addressed issues important to planning but not related to information use, such as chairperson duties and broader areas for administrative development, including departmental goal setting. These issues were not included in the original project design but are, RAP staff feel, crucial in improving planning at Kent State.

Participants completed the first half of the questionnaire at the conclusion of this workshop and had the option of completing the second half then or at a later date. On the questionnaires, the mean ratings by all participants of the clarity of presentation of the different reports included in the management package and explained in the workshops all fell in the "clear" or "very clear" catagories. None of the 15 items was scored "unclear" by any respondent. Mean scores for the usefulness of the reports range between "useful" and "very useful" for all items, though the distribution was somewhat broader than in the rating of the clarity of presentation for each report, and though more respondents expressed dissatisfaction with certain items. It should be noted that 4 of the 32 respondents accounted for half the unfavorable scores. This evaluation was an instance where the requisite anonymity was unfortunate, for it prevented RAP staff from encouraging those dissatisfied with the content of the package to engage in further dialogue about the reasons why they felt that certain reports would not be useful.

Responses to the open-ended questions on the second page of the evaluation indicated that participants:

- Were pleased with the opportunity to discuss common problems and to voice concerns related to data use. No such opportunity to ask specific questions had apparently existed before at Kent State; in certain cases, moreover, the workshops served to orient newly appointed chairpersons to the administration of the University.

- Appreciated the spirit of openness and honesty that characterized the presentations and attendant discussions. Certain reports perceived by some deans and department chairpersons as tools of the central administration were demystified, though there was not always agreement on uses or interpretations. Similarly, RAP staff was generally perceived as cooperative and sensitive to the concerns of the academic sector.
- Felt that the most important function of the workshops was that of clarification, particularly with regard to relationship between internal data-collection instruments and state funding levels. Many participants recommended that similar workshops be given for new chairpersons and deans every year and biennial reviews be given for all chairpersons and deans.
- Disagreed about the pace of the workshops; some considered it too slow and others too fast. To alleviate this problem, many suggested that participants should have been grouped according to degrees of sophistication or experience rather than on collegial lines.

- Felt that smaller groups in more informal settings would have been more conducive to generating discussion. Most felt that groups of 30 were too large for all but the most formal presentations and recommended instead a size of about 10 as ideal. Such a reduced size would, of course, increase the workload for staff threefold but would permit more flexible scheduling as well as increase effectiveness.
- Wanted materials distributed well ahead of scheduled meetings, so that they could review them in detail beforehand.

RAP staff itself felt that the workshops most likely did not significantly reduce the paper flow for administrators, as many participants had hoped. Nevertheless, both staff and participants felt that the workshops did facilitate the assignment of priority rankings to the elements of that flow. In the "Comments" section of the questionnaire, some participants indicated their desire to better understand which reports were favored by the central administration and how they were used. The selection of specific items by the task force (under the sponsorship of the vice-president for academic affairs) was interpreted by some as a response to this need. While it would be unwise to suggest that use by central administration of a report should be the sole or governing criterion for its use by chairpersons, central-administration use certainly constitutes one valid criterion.

Task IV: Assessment of Recommendations

As a result of the evaluations conducted during the third workshop and described above, RAP staff developed a set of recommendations for the task force to consider when it reconvened on 12 June 1979. These recommendations covered the types of reports needed but not included in the package, formats for improving the usefulness of reports, and additional ways of improving planning at Kent State. In addition, RAP staff included an estimate of the cost of responding to each recommendation, so that the task force could consider questions of feasibility and cost-effectiveness. Specifically, the recommendations were to:

1. Develop program-level data (such as intradepartmental data on degree options--for example--in art, distinctions among studio art, graphic art, crafts, and so forth). The task force felt that this recommendation should be assigned a low priority, since it would be irrelevant to most departments. However, since systems already exist to automatically generate (with minor modifications) such data, the task force decided that a pilot project involving the College of Fine and Professional Arts should be undertaken. Careful monitoring of development costs and usefulness of data was requested by the task force.
2. Consider developing demographic data about prospective and transfer students as part of a larger marketing-strategy project being undertaken in the University. The task force concurred.

3. Generate data about grade distribution by course level and department and for the entire University. The task force unanimously rejected this recommendation, since such figures were contained in the grade-distribution report already included in the package.
4. Develop new faculty-activity measures and load policy. The task force generally shared the concern of participants that more uniform and detailed faculty-activity data were necessary. However, the scope of designing such a system and a concomitant load policy would require a major effort, so that such development could not be completed by fall 1979. Short-term efforts will concentrate on increasing understanding and encouraging consistent usage of existing instruments through seminars and the development of guidelines.
5. Expand the course-service matrix (which shows collegiate origins of FTE enrollment within a department by course level and by subsidy level) to indicate origins of FTE enrollment by individual courses. The task force recommended that this information should be made available only on a special-request basis in the short run, since the capability for this level of detail already exists and since the task force considered utility of such information questionable.

6. Provide names and addresses of alumni by department. The task force tabled this recommendation because of the questionnable quality of alumni files and the lack of prospects for significant improvements in the near future.

As the scope of these recommendations suggests, the package assembled by the task force will not be substantially modified at present. Significant modifications could be made one year hence, especially if the projects referred to in the second and fourth items above are successful. Moreover, since the most appropriate time for revisions would be after a period of heavy usage, substantial modifications might be proposed near the end of the fall quarter and incorporated in the 1980-81 package. RAP staff plan to collect such information at the end of the fall quarter.

Task V: Incorporation of Recommendations into Management Package

The response of the task force to the recommendations noted in the discussion of the previous task rendered this task superfluous at this time. Also as noted, new recommendations will be sought at the end of fall quarter 1979.

Task VI: Evaluation of the Effectiveness, Utility, Relevance, and Applicability of the Package

It will be impossible to assess the ultimate impact of the package on management at Kent State until administrators have used it for at least one quarter. Nevertheless, to gain some hint of the effectiveness of the package, RAP staff drafted a survey instrument and administered it to task-force members to assess their opinion of the probable effects of the package and the process through which it was produced. Task-force members unanimously agreed that:

- Presentations to the task force were sufficiently clear and detailed to allow informed judgment about the value of the reports
- The number of sessions held for the task-force were adequate for the amount of material presented
- Adequate opportunity was provided for discussion and criticism of the material presented
- Institutional researchers at other universities should consider a similar project
- The workshops accurately reflected the concerns and interests of the task force and succeeded in explaining to participants how to use the package
- The package will improve the management of academic units (with the qualification, by one task-force member, that such improvement would still be limited by competing demands on chairpersons' time)

Most task-force members agreed that:

- The range of data discussed during task-force meetings was sufficiently comprehensive. One member observed that the format for the meetings was flexible enough to permit changes in agendas.

- The task force adequately represented chairpersons and deans. Four members thought that at least one more chairperson should have been included. One member suggested that one (instead of two) new deans would have adequately represented the perspective of new users of information.

In addition, members' mean estimates of the extent to which the following objectives were achieved all fell between four and five on a five-point scale:

- Increased understanding by chairpersons and deans of selected reports
- Identification of a set of data of fundamental, University-wide importance
- Clarification of linkages among different reports and between these reports and state funding levels
- Increased awareness of reports available to facilitate decisionmaking at the unit level

In response to an open-ended question about what they liked best about the task force, members cited the educational aspect of task-force membership and the group's contribution to planning at Kent State. Also cited were the openness of discussions and the service-oriented approach taken by RAP staff. When asked what they liked least about the task force, four members noted nothing negative. Others cited having to attend the workshops so soon after reviewing the material and having to spend too much time debating the advantages and disadvantages of some reports.

Follow-up Activities and Outcomes

To extend improvements in the planning process beyond the expiration of the OBR project, RAP staff have planned several activities. Some are necessitated by an unavoidable lag between the academic year and the project-funding year and by the very nature of data use in planning. Others, however, are responses to concerns that emerged only as the several tasks were completed; these new concerns indicate the direction for a logical continuation of the search for improvements in institutional management. There is thus reason to view the events of the past year as a first, albeit significant, step in an extended planning effort. Such an effort seems totally consonant with the project objectives as articulated in early meetings between NCHEMS and Kent State staff.

Activities of the first type are concerned primarily with continued monitoring of the effectiveness of the management package. This will require conducting surveys during the fall 1979 quarter to ascertain increases in the level of familiarity with the reports comprising the package and the extent to which they are used. It will also require establishing a process for systematically collecting suggestions for refining the content and format of the reports as they are used. Since different portions of the package will be used at different times during the year, RAP staff will solicit such suggestions during or immediately after periods of heavy usage. Similarly, RAP staff will work to maintain a high level of understanding by users of the reports in the package. As recommended by the task force, refresher workshops will be offered biennially to all deans and chairpersons and annually to new chairpersons and deans as a general introduction to using information in planning and budgeting.

The audiences for certain portions of the package (notably the OBR Resource Analysis model and its relationship to the University's faculty-activity data-collection instrument) will be broadened by RAP staff to include faculty through the provision of supplementary, written guidelines. RAP staff hope that clarifying the relationship between the instrument, on one hand, and program costs and attendant subsidy rates, on the other, will inspire a renewed commitment to accurate reporting.

Activities of the second kind are concerned primarily with new programs to improve the managerial skills of department heads. RAP staff will develop a series of small workshops (limited in enrollment to about 10 each) to cover topics important to academic-unit management, including evaluation of faculty performance, student recruitment, setting departmental goals with faculty, and improving instruction. These will employ University-wide resources and outside experts whenever appropriate.

Through informal discussions with administrators and through the two evaluations described earlier, RAP staff have discovered a number of benefits that have accrued to Kent State as a result of the OBR project. Other institutions considering similar undertakings might want to consider these outcomes of the project:

1. From the many reports that regularly cross the desks of chairpersons and deans, 15 have been identified by users as fundamental to academic management.

2. These 15 reports, and their interrelationships, have been thoroughly explained to all users, who have posed questions about them in task-force sessions and general workshops.
3. Two heretofore relatively isolated groups (RAP staff, on one hand, and department chairpersons and deans, on the other) have exchanged ideas about improving the use of information in planning. The result has been an increase in mutual trust, competence, and understanding of one another's role in planning. RAP staffers are now more sensitive to the needs of deans and department chairpersons and the way in which they use data. Deans and chairpersons, on the other hand, are more aware of the limits (both qualitative and quantitative) of data and the service orientation of RAP. Not to be overlooked is the important fact that names have become faces. Finally, a precedent of cooperation has been established that can facilitate similar enterprises in the future.
4. Sponsorship of the project by the vice-president for academic affairs and the participation of a representative from his office helped legitimize the project in the eyes of department chairpersons and helped answer at least one recurring set of questions: which reports are deemed important by the central academic administration, why, and how are they used? In addition, the fact of OBR funding and the participation of outside consultants

also helped legitimize the project and consequently increase its impact.

5. In an era of unrelenting financial exigency, the concern manifested by the central academic administration for a common understanding of data used in decisionmaking has been valuable in promoting agreement on policies at Kent State and reducing disagreement about how to implement them.

6. There existed a surprising amount of agreement between the decisions of the task force, which represented the deans and chairpersons, and the wishes of the deans and chairpersons themselves, at least as evidenced by the inconsequential number of modifications requested by the latter. This, of course, could be construed as a testimonial to one or more of several variables: the selection of the task-force members, the selection of a task-force process itself, the astuteness of the serving task-force members, the preediting of reports by RAP, and so forth. Most probably, all the above and more contributed to this implicitly desirable outcome.

No negative outcome arose from the year-long project, at least none of sufficient magnitude to detract significantly from the benefits derived. This is not to imply, however, that the gains outlined above and elsewhere were perceived equally by all participants. Some gained significantly from their role as task-force members or workshop participants, others somewhat less. In any case, the success of the OBR project at Kent State can be summarized by the unanimous consensus of task-force members on two points: (1) academic-unit management has been improved by this effort and (2) other institutions considering similar projects are encouraged to proceed.

Michael J. Owens Technical College

An Historical Perspective on Planning at Owens

Since its founding in 1967, Owens has grown in enrollment, facilities, and program offerings. By fall 1978, the College had a headcount enrollment of 3200 and a multimillion-dollar campus composed of eight major training facilities. Because of this expansion, however, little time and few resources were available for comprehensive planning during the College's first decade of existence.

As the College enters its second decade, the need for comprehensive planning has become apparent. The circumstances for which it must plan are changing. Like most institutions, Owens confronts double-digit inflation, increased competition for public funds, and more strident demands for accountability. Furthermore, the effects of a diminishing pool of high-school students has been felt in Ohio and in the Toledo area in particular. If Owens is to grow--or even maintain its current enrollment--it will do so primarily as a result of careful evaluation of existing programs, modification or elimination of ineffective ones, identification of the training and manpower needs of local employers and, perhaps most important of all, successful careers of its graduates. These accomplishments will depend partly on a comprehensive planning and budgeting process that will enable Owens to make the best use of limited resources.

As at many colleges, planning at Owens has traditionally been carried out on a relatively informal basis by the president and his staff. Because of the factors enumerated above, however, Owens recognizes the desirability of establishing a process in which academic-program planning and budget are integrated. In addition, as a technical institution, Owens must revise existing programs and develop new ones in response to technological changes and corresponding changes in occupational skills that employers require. The hiring of additional administrators at Owens has also generated pressure for a less subjective, more broadly based method of planning.

Because of all these factors, Owens saw in the OBR project an opportunity to develop a more comprehensive approach to planning and budgeting. As the first step in this approach, Owens staff identified the need for improved data for planning and procedures for using those data. With assistance from NCHEMS, Owens staff devised a project to: (1) improve data related to program costs, (2) develop an evaluation system for academic programs, and (3) develop a long-range, budget-building process. For each of these goals, College staff devised a subproject with appropriate tasks.

Subproject I: Improving Costing Data

Since 1975, staff at Owens had been attempting to implement NCHEMS costing and resource-allocation procedures. Implementation, however, had never been completed, nor had the information obtained as the result of using these procedures been effectively communicated to administrators and incorporated in a planning process. The goal of this subproject was to implement the NCHEMS Information Exchange Procedures (IEP) and the Resources Requirements Prediction Model (RRPM) and incorporate the data that they produced in the emerging institutional planning process. To accomplish this goal, Owens staff established seven tasks.

Task I: Completing the 1977-78 IEP Data Collection

In October and November 1978, Owens staff, with assistance from NCHEMS, performed the initial runs of the Costing and Data Management System (CADMS). Components used were the Student Data Module (SDM), Personnel Data Module (PDM), Data Management Module (DMM), and Accounts Crossover Module (ACM). The purpose of these runs was to develop information about the cost of academic programs for each student credit hour of instruction.

Outputs from these runs, however, were invalidated because of discrepancies between College payroll data, which had been kept manually, and general-ledger accounts. Some of these discrepancies were attributable to Owens' use of credit vouchers that lacked sufficient accounting detail to be traced and that did not conform with the requirements of the PDM. The lack of a computerized personnel data system prevented Owens from fully using IEP information and completing this subproject. College staff are currently reorganizing institutional accounts and establishing new accounting procedures that will meet IEP requirements for 1979-80.

Task II: Processing the IEP Data

Completion of this task was prevented by the discrepancy noted in task I between personnel records and the general ledger.

Task III: Preparing RRPM Software for Operation

College and NCHEMS staff prepared RRPM software for operation in September and October.

Task IV: Preparing RRPM Input

College and NCHEMS staff began by preparing RRPM input according to the initial PDM runs by punching the data onto cards. However, because of the discrepancy between personnel records and the general ledger, which was reflected in the results of the PDM runs, this input had only illustrative value for Owens staff: its chief value was to show staff how to prepare RRPM input and to familiarize them with the RRPM operational process.

Task V: Using RRPM to Validate 1977-78 Data

The discrepancy between personnel records and the general ledger prevented the completion of this task.

Task VI: Investigating Institutional Uses of and Data Formats for IEP Data

In October and November 1978, Owens and NCHEMS staff developed histograms to present administrators with data developed through the SDM. Subsequent discussions between Owens and NCHEMS staff centered around different methods of presenting program and credit-hour costs of instruction. Methods discussed included histograms and pie graphs showing the percentage of total instructional and institutional budgets charged to each program. For 1977-78, summaries of student-credit hours consumed and generated by each program were developed through the SDM and presented in histograms to administrators. In developing these histograms, Owens staff used the NCHEMS Instructional Workload Graphics Program (IGP) software.

To supplement the results of the IGP runs, College staff presented reports of SDM data in aggregates for each cluster of related programs. The reports showing total number of hours consumed by students in each program within each cluster were presented as a percentage of the total number of credit hours consumed. Staff presented this information in histograms to permit comparisons among different programs within each cluster. Owens will use this information about program costs in evaluating and modifying existing programs and in planning new ones. (Appendix 3 contains an example of the output of the IGP run and of a histogram that staff developed.)

By the end of the project, Owens staff had completed an RRPM run.

This run, however, did not use data from College files because of the discrepancies noted in task I. Its chief value was to familiarize college personnel with the techniques of performing a RRPM run, so that when Owens accounting procedures have been made consistent with those required by IEP, College personnel will be able to perform such a run with data from their files. Staff estimate that by the end of 1979, they will have made their personnel records and general ledger consistent and will thus be able to perform a RRPM run whose results can be used in planning.

Subproject 2: Developing Improved Academic-Program-Review Data

Student attrition has been a continuing concern at Owens. In the past 10 years, the College has conducted several studies in this area. The usefulness of these studies, however, has been limited by the lack of a systematic program-planning and review process in which their results could be applied. Consequently no direct causal relationships between program effectiveness and attrition had ever been established. Since little had been learned about students' goals in attending Owens, it was difficult to determine how successful particular programs were in meeting students' expectations and needs.

As the first step in developing a program-planning and review process, College staff decided to conduct studies in this subproject that would assess (1) student expectations of the College and its degree programs, (2) graduates' perceptions of the effectiveness and relevance of training received, and (3) employer satisfaction with employees who have graduated from the College. In addition, staff felt that such studies would be helpful in preparing for the 1980 North Central Accreditation Review. To conduct these studies, staff designed a subproject consisting of seven tasks.

Task I: Familiarization with Relevant Products

In October and November, Owens staff examined samples of questionnaires developed at NCHEMS for entering students, former students, continuing students, program completers, and recent alumni.

In addition, they examined the Institutional Goals Inventory (IGI) developed by the Educational Testing Service (ETS). Though no questionnaires were selected at this point, Owens staff felt that the IGI questionnaire failed to address the particular needs of a technical institute.

Task II: Clarifying Program Goals

Members of the evaluation committee first examined course syllabi and then interviewed faculty to identify the competencies that students should possess after completing courses in each program under review. Next, they drafted questionnaires to administer to employers that would help Owens assess how well different courses prepared students for their jobs.

The survey of employers is described later in the discussion of task IV of this subproject.

Task III: Familiarization with Administration of the IGI

During October and November, Owens staff reviewed the IGI and supporting materials. This review confirmed the initial opinion of staff that the IGI, which was designed for four-year institutions, would not adequately assess goals of a two-year technical college. Staff then began discussions with Nancy Beck of ETS about alternatives to the IGI. These discussions led to consideration of the Community College Goals Inventory (CCGI), which at that time was being pilot tested. However, examination of the CCGI revealed that it, like the IGI, contained many items irrelevant to the goals of a technical college and that its use might produce distorted results. As a consequence of their examination of the IGI and the CCGI, Owens staff decided to postpone completion of this task until FY80, when they will complete it in partial preparation for the North Central Accreditation Review.

Task IV: Developing Survey Instruments for Entering, Current, Graduating, and Former Students and for Employers

Survey of Students

To survey students, Owens staff decided to use the survey procedures and instruments developed by the Division of Occupational Search and Development, Department of Occupational and Technical Education, Texas Education Agency, and described in the Student Information System: Student Follow-up Activities Manual (TEX-SIS) (1976). College staff felt that the questionnaires that it contains were more appropriate for a two-year technical institute than were any others examined. The TEX-SIS Manual and accompanying documentation provide a comprehensive information system, including survey instruments, that two-year colleges can use to collect information about students' educational intent and reasons for withdrawal from courses. It also enables an institution to assess the attitudes of former students and employers toward an institution.

After discussions with Tony Hall at the Texas State Agency of Education, Owens staff decided to require students to complete an educational-intent questionnaire during the spring 1979 registration as part of their registration process. Students will also fill out the appropriate questionnaires in the TEX-SIS Manual when withdrawing from courses or from the college itself. The Owens data-processing center has prepared software that allows it to analyze the results of administering all questionnaires in the Manual.

Data from the survey administered to students at the spring registration was punched onto cards and integrated into the student-data base. Heads of different academic units then submitted to administrative staff a series of questions whose answers they sought from the survey. Some typical questions:

- What was the overall response to each question on the survey?
- What was the response to each question for each student-program category?
- What was the response to each question according to current enrollment status (for example, the response of full-time students)?
- How many students who have not yet registered indicated their intention to return in the fall quarter?

- How many students indicated that they felt that they had not yet accomplished their main goals in attending Owens, but also indicated that they did not plan to enroll in the future?

The newly prepared software was used to analyze the results of the survey. Some of the more salient findings:

- Sixty-nine percent of respondents worked in addition to attending college
- Seventy-four percent were attending Owens to gain new occupational skills, 17 percent to improve existing skills
- Eighty percent described their goals as "not subject to change"
- Eighty-four percent saw the two-year associate program as the best means to accomplish their goals
- Twenty-seven percent planned to complete their studies at Owens by the end of spring 1979 quarter
- Twenty-one percent planned to attend summer school

Staff at Owens can use the results of the survey to improve retention, schedule classes, plan programs, and attract new students. For example, information about the proportion of working students attending Owens and their working hours suggests to staff the desirability of scheduling classes during evenings and weekends. Information about the proportion of students planning to attend summer school or to enroll next fall can be checked against actual enrollment figures for those periods, so that responses to the same question in spring 1980 can be used to project enrollments for summer and fall 1980. Information about student goals can be used in designing programs to help students achieve those goals, make counselors and advisors more aware of student aspirations, and target promotional materials to specific student audiences.

Approximately 1500 of the 2500 students surveyed during registration completed the forms, producing a response rate of about 60 percent. Procedural changes are being implemented to ensure a survey of all students registering. In addition, staff will continue surveying new and returning students throughout the summer and will combine the results of the summer survey with those of the one conducted at the spring registration to broaden their data base.

Appendix 4 contains a sample of the survey instrument administered to students at the spring registration.

Survey of Employers

Owens staff decided to survey employers of graduates in business and engineering technologies during the OBR project year and those of graduates in the remaining technologies of health and public service in FY80. To survey the employers of graduates in business technologies, College staff developed a two-page survey instrument.

The process that staff followed in developing this instrument is described above in the discussion of tasks I-III of this subproject. After drafting the instruments, staff met with the Program Advisory Committees (composed of local employers and civic leaders) to obtain their reaction to the instrument. Next, a professor of statistics at the University of Toledo, acting as a consultant to the project, reviewed the instrument to ensure that its wording was unbiased and that it would elicit the information desired. On the first page of the instrument were questions about the general performance of Owens graduates; on the second were questions specific to each business technology, that is, accounting, executive-secretarial science, marketing, and so forth. This first page of the instrument used in the survey of business graduates can also be used to survey employers of graduates in the engineering, health, and public-service technologies. The second page, however, will have to be developed separately for each technology. In FY80, instruments will be developed and administered to employers of graduates in the health and public-service technologies.

Staff began the survey by obtaining names of graduates of the business program between 1976 and 1978 from a search of records in the College's placement office. After taking a random sample of these names, staff identified the job supervisor of each graduate in the sample by making telephone calls to the employer. During these telephone calls, staff purposefully avoided mentioning the names of graduates because of concern about possible violations of laws guaranteeing students the right to privacy. This anonymity made it difficult to locate immediate supervisors and obtain the necessary information, thus slowing progress in completing this task. In spite of this difficulty, however, staff were able to complete the survey. Before beginning the second phase of this task, staff obtained a legal opinion that indicated that names of graduates could be used in a study performed by an institution for the purposes of institutional research.

Thus during their calls in this second phase, staff mentioned the names of graduates. This second method of identifying supervisors proved far more efficient.

Once staff had identified the immediate supervisors of graduates, they sent them letters of invitation to a breakfast meeting at a local restaurant and a return R.S.V.P. postcard. One meeting each was planned for supervisors of business and engineering graduates. Faculty of the technology program being studied and OBR project staff were also invited. These breakfast meetings were intended to ensure that each supervisor understood the questionnaire and to solicit the opinions of supervisors about desirable occupational competencies that the questionnaire might have excluded.

At the meeting for supervisors of business graduates, 12 of 40 persons invited attended; at that for supervisors of engineering graduates, 8 of 45. Despite the small turnout, the meetings provided staff with the opportunity to pilot test the survey instrument and served as a forum for discussion of concerns shared by the business, engineering, and College communities.

After the meetings, staff revised the questionnaires, which they then mailed to supervisors of business graduates who had not attended the meeting. (The 12 who had attended completed their questionnaires at the meeting.) Appendix 3 contains samples of survey instruments and copies of cover letters used in the survey.

Analysis of the results of the survey was complicated by the fact that, in many cases, one supervisor oversaw the work of several Owens graduates. To account for this fact, staff weighted the responses proportionally. For example, if a respondent supervised six graduates, his or her responses were counted three times, whereas the responses of a supervisor of two graduates were counted once.

After weighting the responses, staff analyzed them using the Crosstab and Condescriptive programs of the Statistical Package for the Social Sciences (SPSS). Since, as noted earlier, the first pages of the questionnaires were identical for each technology taught at Owens, summary data in the form of frequency of responses and means for each question on the first page were generated for comparison by program. The results of this analysis indicated that the vast majority of supervisors surveyed felt that Owens graduates were extremely well prepared. In every case, supervisors' perception of graduates' abilities yielded mean responses for each program area in the upper end of the seven-point scale. Small variations did occur from one program to another for each question on the second page of the instrument; for example, the mean of responses in the executive-secretary and the hotel, restaurant, and institutional management areas were higher than those in other areas. However, staff interpreted these results cautiously because of the relatively few respondents in these two areas. Frequencies and means reflecting supervisors' responses were generated for each question to indicate the importance of particular competencies and the performance of Owens graduates in general.

These analyses revealed that, in most cases, the competencies emphasized by faculty in their courses were consistent with those that supervisors considered important. For example, supervisors of marketing graduates gave high ratings to 8 of 15 competencies emphasized in the marketing curriculum. Similar correlations were found in the responses of supervisors of graduates in computer programming; executive-secretarial science; and hotel, restaurant, and institutional management. The skill areas that supervisors of accounting graduates consider important, on the other hand, was not reflected in the competencies emphasized in the accounting curriculum. This finding indicates a need to reexamine that curriculum.

However, even when supervisors rated the importance of a competency imparted at Owens relatively low, they generally rated the performance of Owens graduates high in related areas. When supervisors were asked to compare the preparation of Owens graduates to that of other employees without college training, 83.7 percent of the responses were in favor of the Owens graduate. Supervisors' responses to the open-ended question about ways of improving the technical skills of Owens graduates indicated a need for highly specific technical skills for in-house requirements as well as for improved communications and interpersonal skills.

As the OBR project year ended, Owens was conducting a telephone follow-up of the mail survey of supervisors to increase the response rate and was investigating additional applications of the results of the survey.

Task V: Pilot Testing Instruments

Since the TEX-SIS questionnaires used by Owens had been extensively tested by collegiate institutions in Texas and other states, no pilot testing was deemed necessary by Owens staff.

Task VI: Revising Instruments According to Pilot Tests

See description of task IV.

Task VII: Administering Instruments to Target Populations

See description of task IV.

Subproject III: Developing Revised Budget-Submission Procedures

Before the project began, Owens staff felt that more comprehensive budget-submission procedures were needed to help establish a systematic planning and budgeting process. In designing this subproject, staff wanted to develop procedures that would accomplish two important goals: first, produce more inclusive and useful information for planning without imposing an undue information-reporting burden on planning units; and second, require heads of planning units to describe the activities to be conducted within their departments and to request funds to support those activities for two or three fiscal years in advance. Staff at Owens designed a subproject consisting of four tasks to accomplish these objectives.

Task I: Critiquing the Background Paper and Form Used in the Current Budget-Submission Process

To perform this critique, the president appointed a subgroup of his cabinet, consisting of the assistant president (as chairperson), controller, and vice-president for student services. After reviewing existing forms and background paper, the subgroup decided that the existing budget forms and paper required the addition of a form on which planning-unit heads could indicate future, nonrecurring expenditures. The development of this form, in the opinion of the subgroup, made existing forms and procedures adequate to address multiyear planning needs. (Appendix 3 contains a copy of this form.)

Task II: Using Revised Forms for FY80 Budget Requests

At the end of the OBR project year, Owens was developing its FY80 budget and was using the form developed in the previous task.

Task III: Using FY80 Forms to Develop FY80 Budget

See description of task III.

Task IV: Reviewing Future Plans and Budget Requests as a Basis for Discussion of Future Priorities

The addition of the form for indicating future, nonrecurring expenditures constituted completion of this task.

Lorain County Community College

An Historical Perspective on Planning at Lorain

Since the founding of Lorain County Community College (LCCC) in 1963, planning activities have been carried out separately for facilities, finances, and academic programs. Planning for facilities has been organized around a six-year cycle (as mandated by the state of Ohio), for finances around a biennial one, and for academic programs around an annual one. In 1973, to enable the College to accomplish objectives within a single fiscal year, the president initiated a management-by-objectives (MBO) system. Two years later, faculty, staff, students, and trustees began work on a long-range plan, work which culminated in spring 1978 with the publication of the LCCC Long-Range Plan 1978-83. This document describes the College's mission, philosophy, and goals; discusses demographic, social, and economic trends; and specifies planning assumptions and objectives for each major area of concern within the College (such as physical or financial resources). It does not, however, provide detailed instructions for establishing a process through which staff can accomplish the objectives that it specifies.

By 1978, the cumulative effect of changes in the College and its service area had indicated the need for a comprehensive approach to planning and budgeting that would integrate the various long- and short-range processes noted above. Enrollment had grown from 4000 credit students in 1972 to 5600 in 1978, the budget from $4.2 to $7.1 million. In addition, the proportion of enrollment constituted by women had increased from 46 to 61 percent, of students in technical or career programs from 45 to 57 percent, and of part-time students from 54 to 67 percent. Moreover, demographic trends in the College's service area indicated the need for planners at the College to take into account such factors as:

- An increasingly older student population
- Increased demand for continuing education and life-long learning programs
- Increases in the proportion of students enrolled in evening programs, programs designed for part-time students, and programs that emphasize improving career skills (as distinguished from traditional, university-parallel programs)
- The need to recruit students from groups currently underrepresented

- The need for greater utilization of off-campus sites to reach potential students in outlying areas

These factors--external as well as internal to LCCC--suggested to College staff the need to engage in long- as well as short-range planning, to develop ways to monitor indicators of change, and to develop a flexible, comprehensive planning process. These needs were identified by college staff and students during interviews with NCHEMS staff grouped according to content, and used by the LCCC project staff as a basis for developing objectives for the OBR project.

To address these needs, College staff, with assistance from NCHEMS, designed a project, consisting of four subprojects, that would develop: (1) a process for implementing the College's long-range plan and integrating it with the annual management-by-objectives (MBO) system, (2) better information for decisionmaking, (3) a program-review and evaluation process, and (4) methods to identify and assess student and community needs. Even though staff recognized that accomplishments in four such ambitious subprojects would necessarily be limited in the span of a single year, they felt that building a foundation in each area would benefit the College more than would concentrating on just one or two areas.

In July 1978, the dean and the assistant dean of instruction and the director of institutional planning and research met as a task force to discuss plans for conducting the OBR project. In early August, the NCHEMS project consultant interviewed administrators, faculty, and students to ascertain planning priorities held by different segments of the campus community. On the basis of these interviews, the task force transformed these priorities into a feasible plan for action.

For each subproject, the task force described general tasks to be performed, persons responsible for performing them, outcomes desired, and dates for beginning and ending project activities. However, rather than defining specific objectives for each subproject and tasks for accomplishing them, the task force made such decisions the responsibility of those persons conducting each subproject.

Subproject 1: Developing a Process for Implementing the Long-Range Plan

In its conclusion, the LCCC long-range plan states:

> Under the direction of the administrative cabinet, composed of the president and deans of instruction, students, and business services, specific steps designed to achieve the objectives will be incorporated into the College's annual planning and budgeting processes. In addition, the administrative cabinet will evaluate the progress being made to achieve the objectives themselves. This evaluation, too, will be a part of the College's annual planning process and will facilitate the updating of the long-range plan. [p.81]

In response to this charge, staff designed a subproject, consisting of four tasks, to develop a process through which they could accomplish the objectives described in the long-range plan. After the subproject was designed, the schedule for completing it was moved ahead to reconcile the annual planning cycle with the long-range plan.

Task I: Identifying Sources of Assistance

During September 1978, staff reviewed literature relevant to implementing a planning process. Among the sources examined were Long-Range Planning Kit: An Institution-wide Approach to Increasing Academic Vitality (Parekh 1977) and the NCHEMS Handbook for Institutional Academic and Program Planning (Kieft, Armijo, and Bucklew 1978) and Academic Planning: Four Institutional Case Studies (Kieft 1978). Staff also collected information from other institutions about their planning processes and methods through which they were implemented. These investigations confirmed initial staff expectations that LCCC would have to develop an implementation process designed specifically for its needs, though many of the procedures described in the Handbook for Institutional Academic and Program Planning cited above were adopted.

Task II: Designing Implementation Procedures

A major goal of this task was to design a process through which the long-range plan could be integrated with the annual MBO system. The coordinator of this subproject--the director of institutional planning and research--in consultation with the administrative cabinet and other administrative staff first drafted a procedural handbook (1978-83 Long-Range Plan: Implementation of the Long-Range Plan/Long-Range Planning and Annual Planning/Budgeting Schedule) for implementing the long-range plan. This document describes a planning cycle through which the long-range plan can be implemented, establishes a schedule for planning and budgeting for FY80, and specifies long-range planning objectives and organizational-unit responsibilities. (Organizational unit in this context refers to the three function areas for which the LCCC deans of instruction, students, and business services are responsible.) In addition, the handbook contains five forms for collecting information needed for planning and budgeting.

The planning cycle described in the handbook consists of five annual planning periods. Each year, individual planning units prepare detailed proposals for the year immediately ahead and less detailed, but nevertheless substantive ones for the following four years. Thus as the cycle advances, each year that had been given less detailed attention receives more. In addition, the five-year plan is revised annually to reflect significant changes in the external and internal environments and in institutional resources, objectives, and programs. During the fourth year of the planning cycle, the college reexamines its long-range goals and the assumptions on which they are based and develops a plan for the next five years.

The administrative cabinet initiated the planning cycle by reviewing the 1978-83 planning objectives. The next step was the assignment by the administrative cabinet of responsibility for attaining each objective to the appropriate organizational unit and then to the appropriate department or division (such as community education or admissions).

Each department and division then assessed the extent to which it achieved its objectives, which had been set for accomplishment during the previous year, and evaluated the process through which they were achieved. In reporting this information, departments and divisions used planning form I. Moreover, each department and division, along with selected external publics, recommended modifications to the long-range plan to reflect changing circumstances. Planning form II was used to report such information.

In the next stage of the process, the office of institutional planning and research provided to each department, for review and comment, projections related to initial enrollment, faculty and staff FTE, and cost and revenues. In response, each department and division prepared program plans for the five-year planning period. These included priority ranking of program objectives for the subsequent years and a description of the activities and resources required to accomplish them. Planning units reported this information on planning forms III and IV.

Departments and divisions then submitted their program plans to the appropriate deans, who reviewed the plans and incorporated them into the more inclusive organizational-unit plans. In doing so, the deans considered the extent to which the plans of each division or department conformed to the long-range institutional plan and used planning form V to submit their plans to the administrative cabinet. This body then incorporated the organizational-unit plans into an institutional plan. In developing this institutional plan, the administrative cabinet reviewed and critiqued each organizational-unit plan and revised the long-range, five-year plan. A more detailed account of this process, along with all incumbent forms, schedules, and statements of objectives and responsibilities, can be found in the procedural handbook cited above and contained in appendix 4.

In developing this handbook, the director of institutional planning and research met with division chairpersons and other administrative staff to review the emerging planning process and to provide staff with samples of the planning forms being developed. After these meetings, chairpersons met with their faculty to explain implementation strategies, roles of faculty and staff in the planning process, procedures for developing objectives, and methods of integrating the one-year and five-year planning cycles.

Task III: Scheduling and Assigning Responsibilities for Accomplishing the Objectives in the Long-Range Plan

The administrative cabinet assigned responsibility for accomplishing each objective in the long-range plan to the appropriate organizational units. After these assignments were made, they were reviewed by the dean of each organizational unit, who, together with the administrative cabinet, revised the assignments and schedules for completing them. Staff feel that this procedure was an effective means of assigning responsibilities for accomplishing objectives.

Task IV: Implementing Objectives for FY80

The administrative cabinet assigned responsibility for accomplishing each objective to different departments, which then prepared plans for accomplishing their objectives and developed departmental goals. In late October 1978, each department and division completed planning form II, which provides initial information for updating the long-range plan in the annual budgeting and planning process for FY80. Division chairpersons and, in some cases, the director of institutional planning and research, met with faculty to explain how to complete the planning forms and how they would be used. Attendance at these meetings was good, and the quality of information supplied by faculty on these forms was exceptionally high.

In addition to attending these meetings, administrative staff and faculty sought individual assistance from the director of institutional planning and research in completing the planning forms. Other institutions considering implementing such a process should consider holding such meetings, providing incentives for attendance, and offering individual assistance. (Even though this last method can be time consuming, it is especially effective.)

Planning staff then distributed to deans and department chairpersons preliminary information related to enrollment projections, faculty and staff FTE, and cost and revenues for FY80. Based on their review, and the review of the administrative cabinet, the director of institutional planning and research developed and distributed to all planning units two planning documents--"Long-Range Planning FY80-84: Information for Planning" and "Headcount and Full Time Equivalent Enrollment Projections FY79-80." (The former is contained in appendix 4). In addition, the director of institutional planning and research explained these documents to a meeting of administrative staff on 18 December 1978. The documents were distributed to those at the meeting as part of a package for planning and budget preparation, a package that also contained planning forms III and IV, along with instructions for completing them.

Each department and division used the information contained in the two documents to complete planning forms III and IV and the accompanying budget forms. Deans then reviewed the program plans and budget requests developed by department and division chairpersons and formulated the organizational-unit program plans by using planning form V. Next, the organizational-unit plans were consolidated into a single document,"Long-Range Plan FY80-84: Organizational Unit Program Objectives and Activities,"also contained in appendix 4. On 28 March 1979, this document was distributed to all administrative staff for review and comment. Next the administrative cabinet reviewed this document, along with the comments made by other administrative staff in their review, and made a final determination of institutional priorities.

Staff are at present completing a revision of the long-range plan for FY80-84, which they will submit to the trustees, faculty, and other administrative staff in fall 1979. Also in fall 1979, faculty and administrative staff will evaluate the institutional objectives and the activities through which they were accomplished during 1978-79. After these evaluations have been completed, they will be used by deans in evaluating organizational-unit objectives and related activities. The administrative cabinet will then review these organizational-unit evaluations and prepare an institutional evaluation summary for FY79.

The director of institutional planning and research will examine the results of these evaluation activities to improve strategies for accomplishing objectives in the next fiscal year. Improvements will be effected through the process developed during the project, in which comments received from staff last fall and winter about the procedural handbook (described in the discussion of task II) were used by the director of institutional research and planning in revising the handbook. Present plans call for distributing a revised handbook to faculty and staff in September or October 1979.

Even though staff at LCCC feel that implementation of the long-range plan has succeeded, they think it worthwhile to note two problems encountered. The first was that the number of objectives developed, and the imprecision with which some were defined, prevented staff from accomplishing all of them according to schedule. In addition, some faculty and staff had difficulty identifying objectives for accomplishment during individual years of the five-year planning cycle. One solution to this problem being considered by the director of institutional planning and research is for faculty and staff to (1) accomplish individual objectives set for the year immediately ahead and (2) work to accomplish those set for the next four years together, without identifying particular objectives to be accomplished in each of the four years.

Subproject II: Better Information for Decisionmaking

At the beginning of the project, staff identified a need for a system that would improve the quality of information used in planning. To effect this improvement, College staff, with assistance from NCHEMS, designed a subproject consisting of six tasks.

Task I: Defining Information Requirements

To determine what information was needed in planning, a task force was formed, consisting of the dean of instruction, director of institutional planning and research, and the division chairpersons for health careers and for science and mathematics. The task force first inventoried all computerized and manual information sources, files, and reports at the College. It then examined each source and discussed how the information that the source contained was used. In addition, it analyzed decisions made at the division level related to planning and the information required to make each decision. One task force member, the chairperson of the health-careers division, had special concerns related to determining program costs. In response to these concerns, the task force decided to make the development of more accurate costing information a planning priority.

Task II: Identifying Pertinent Approaches Taken at Other Institutions

From September through November 1978, the task force reviewed approaches taken at other institutions in using information in decision-making at the division level. These approaches included the NCHEMS Academic Unit Planning and Management (AUPM) model, Costing and Data Management System (CADMS) modeling procedures, and several institutional models.

Task III: Developing Approaches for Use at LCCC

The chairperson of the health-careers division devised a preliminary plan to develop a model for costing six health-career programs that would describe unit costs of instruction. The task force hoped that this model would (1) identify all major cost components within each program, (2) indicate whether each component could be controlled (or reduced), (3) provide a better justification of costs, (4) improve management of divisional budgets, and (5) improve faculty understanding of budgetary limitations. The task force regarded development of this model as a pilot project that, if successful, could be used to estimate costs in other divisions.

Task IV: Identifying Data Sources and Procedures

The task force identified modifications needed in the cost-study procedures described above. In addition, the College director of data-processing services reviewed the data inputs required to process CADMS.

Task V: Pilot Testing the Procedures

College staff performed a preliminary cost-study run using data from fall quarter 1979. In addition, LCCC has ordered the software required to implement CADMS. At present, staff are developing plans to integrate this software with their data-processing system during FY80.

Task VI: Using Information in Decisionmaking

Significant first steps have been taken in improving the quality of information used in planning at LCCC. For example, information developed through this subproject about costs for a proposed program in respiratory therapy has been used to support approval of the program. All information about costs generated through the model described in the discussion of task III was presented by the dean of instruction to the board of trustees.

College staff plan to extend this subproject beyond the expiration of the OBR project year.

Subproject III: Developing a Program-Review and Evaluation Process

Developing a program-review and evaluation process was a major objective set for accomplishment in the long-range plan during 1978-79. College staff decided to implement this process in only one technical program during the course of the OBR project. After the completion of the project, college staff will revise the process, hold a workshop to prepare personnel in other areas to implement it, and then extend it to these other areas. To accomplish this subproject, staff designed a series of six tasks similar to those performed in subproject II.

Task I: Defining Information Requirements

To conduct this subproject, the dean of instruction appointed the Ad Hoc Committee on Standards for Curriculum Review as a formal subcommittee of the College Curriculum Council. Serving on this committee were the director of developmental education (as chairperson), division chairpersons from the social-science/public-service division, two faculty from transfer programs, and three faculty from technical programs. In addition, the director of institutional planning and research served as a consultant to the committee. In making these appointments, the dean of instruction sought to achieve a balanced representation of persons from career/technical and transfer programs and of administrators and faculty.

At its first meetings, the committee discussed the rationale for program review and evaluation and listed specific tasks to be performed. By November, the committee had narrowed its charge to one of developing and recommending policies and procedures to govern the review of credit programs at LCCC, including a policy statement dealing with the selection of programs for review.

Task II: Identifying Pertinent Approaches Taken at Other Institutions

The committee then undertook the task of inventorying existing information, processes, and procedures (both internal and external to the institution) related to program review and evaluation. This inventory was completed in early January 1979.

To develop a program-review and evaluation process for LCCC, the committee reviewed the operation of such processes in community-college districts in Arizona, Illinois, Maryland, and New York. The committee also examined work on related OBR projects, including the five-year review of technical programs and the papers that the Academy for Educational Development (AED) had developed as part of an OBR project on program review and evaluation.

Task III: Developing Approaches for Use at LCCC

In considering processes used at other institutions for possible adaptation at LCCC, the committee examined procedures for monitoring and selecting programs for evaluation used at Moraine Valley (Illinois) Community College; the program-assessment instrument used at Southeast (Nebraska) Community College; the system for evaluating career programs used in Maryland community colleges; and the college-wide, career-program-evaluation system used by the Cuyahoga (Ohio) Community College District. After considering their adaptability and relevance to LCCC, the committee decided to use them as resource materials in its formualtion of working definitions of the term program evaluation and of a policy statement governing the review and evaluation of programs and courses at LCCC. The definitions and the policy statement are contained in a draft of program-evaluation policy and procedures developed by the committee and included in appendix 4.

Task IV: Identifying Data Sources and Procedures

Data sources and procedures are identified in the document that the committee developed in performing task III. At present, the committee is reviewing different types of program data and collection procedures for possible inclusion in the program-review and evaluation process.

Task V: Pilot Testing the Procedures

Task VI: Using Information in Decisionmaking

The committee plans to present a set of program-review and evaluation procedures to the College Curriculum Council in fall 1979. Two problems slowed progress on these two tasks. First, the committee devoted more time to defining terms in task I than had been expected. Second was the lack of consensus among faculty on the nature of program review. Other institutions considering implementation of a program review and evaluation process should choose members of the implementation committee carefully. The involvement of prestigious faculty committed to program review and evaluation can help neutralize the resistance of other faculty.

Subproject IV: Conducting Needs Assessment

One way of strengthening the long-range plan, LCCC staff felt, would be to develop the capability to assess student and community needs on an ongoing basis. To develop this capability, College staff, with assistance from NCHEMS, designed a subproject consisting of seven tasks.

Task I: Identifying Data Sources and Mechanisms for Selecting Target Groups

The director of institutional planning and research began by searching the literature related to needs assessment and reviewing instruments used by the Harrisburg (Pennsylvania) Area Community College, Eastfield (Texas) College Kalamazoo Valley (Michigan) Community College, Valencia (Florida) Community College, Lakeland (Florida) Community College, Parkersburg (West Virginia) Community College, and the San Diego (California)

Community College District. Based on this research, the director developed a conceptual framework for conducting a needs assessment, which included a rationale for assessing needs, a definition of the term needs, a description of the focus of the assessment, and mechanisms for conducting it.

Task II: Selecting Target Groups

Staff selected two target groups for a pilot study. The first, the adult population of Medina, Ohio, was chosen because of the College's desire to expand program offerings in that city and because of the interest expressed by Medina school officials in the study.

The second, adult students who had first enrolled in spring 1979, was chosen because of the College's interest in attracting additional adult students.

Task III: Developing a Plan for Conducting the Assessment

Staff developed a plan and instrument for assessing the needs of Medina residents and reviewed them with local school officials. With assistance from a graduate student at Bowling Green State University, staff also searched the literature related to assessing the needs of adult learners. After the search, staff decided to use the Adult Participation Scale developed by Max Boshier at the University of British Columbia. Copies of the instruments for surveying both target groups can be found in appendix 4.

Task IV: Conducting the Surveys

Instruments for surveying the needs of Medina residents were distributed to every postal address during the second week of May 1979. Additional copies were distributed through the schools and the municipal library, and advertisements and news stories urging residents to participate were placed in the local newspaper.

Staff mailed the Adult Participation Scale to the target population of adult learners in late May. Follow-up letters, with additional copies of the instrument, were mailed a week later.

Task V: Analyzing the Data

Task VI: Reporting the Results of the Analysis

Task VII: Using the Results in Decisionmaking

At the end of June, staff used SPSS (Statistical Packages for the Social Sciences) programs to complete a preliminary analysis of data collected in both surveys. Reports summarizing the analysis are at present being drafted. At a meeting on 9 July, division chairpersons reviewed the preliminary analysis of the results of the Medina survey; these results are now being used by LCCC staff to schedule classes in Medina for fall 1979. Further analysis of the data collected in both surveys and preparation of final reports are in progress. After completing these reports, staff will revise the procedures that they followed in conducting the surveys and will survey other target groups.

Recommendations

The preceding narrative makes each institution's successes and failures in the OBR project available for study by the Regents, Ohio colleges and universities, and other interested parties. A careful examination of the project reports, and the readiness of project staff to furnish additional material, can educate a large segment of the higher-education community in Ohio (and in other states as well) in academic planning and budgeting, thereby effecting significant improvements in these crucial areas of institutional management.

The project involved a wide range of activities, including annual process design and operation, community- and student-needs assessment, Regents' data and models, administrative structures, program-review and evaluation techniques, development and analysis of planning information and costing data, methods for projecting enrollment and staffing needs, utility of information for decisionmaking, and internal-dissemination techniques. The project report describes specific institutional work in these areas and provides the detail (so often missing from most planning and budgeting publications) required to help other institutions benefit from the experiences of these four.

Although the four addressed issues indigenous to their particular settings, their experiences are nonetheless generally applicable to other institutions. Since the improvements that they effected have been described in detail in the project report, there is no need to reiterate them here. Suffice it to say that even though certain tasks that each institution planned were not completed or were, for good reason, eliminated along the way, the overall effect of the project at each institution was to improve existing planning and budgeting efforts and, equally as important, to enhance the capability for further improvement. Through this project, the Regents have indeed "identified and encouraged exemplary projects of academic planning and budgeting."

To extend the impact of the project and thereby encourage further improvements in academic planning and budgeting in Ohio higher education, the Regents might consider sponsoring a state-wide conference devoted to academic planning and budgeting, a conference for which this project report could well serve as a point of departure. Such a conference could alert executive-level administrators to the exemplary qualities of the project and help them look beyond the operational details of the different project tasks and perceive their potential for improving policies. Perhaps most important of all, the conference could give staff from other Ohio colleges and universities an opportunity to meet with and query their counterparts at the project institutions.

Through its participation in the project, Lorain County Community College (LCCC) has demonstrated that parts of the annual planning and budgeting process described in A Handbook for Institutional Academic and Program Planning (1978) and used at Ohio University may be appropriate for community colleges. Consequently other community colleges in Ohio should be apprised of LCCC's success, advised to compare their planning and budgeting needs with LCCC's, and encouraged to use LCCC's experience to support their own improvements. A possible vehicle for achieving the required interaction and dialogue between LCCC and other community colleges might well be the proposed state-wide conference.

The efforts of both Kent State University and Michael J. Owens Technical College demonstrate the importance of linking operational data and information systems with the planning and budgeting process. Because operational data are often formatted according to the organizational structure of an institution and planning and budgeting data according to program and student level, planning and budgeting models (such as the Resource Requirements Prediction Model) cannot be fully utilized, as the experience of Michael J. Owens demonstrates. Owens now recognizes its need to reconcile its operational data systems with its planning and budgeting needs. The strategies that it employed are exemplary, in that other Ohio institutions may face similar difficulties.

The experience of Ohio University is exemplary in that it furnishes to other Ohio institutions and the Regents examples of improvements in an already mature planning and budgeting process. Institutions whose planning and budgeting activities are less mature can avoid many of the problems noted in the report on Ohio University's activities; many of the issues identified by Ohio University during the project are or soon will be issues at other institutions. In particular, Ohio University's success or failure in its investigation and possible revision of administrative structures should be watched closely by the Ohio higher-education community. Certainly changes in such structures can be key components in effecting improvements in academic planning and budgeting.

The project has also helped identify other important components of institutional academic planning and budgeting, such as multiyear planning and budgeting, that no project institutions (and, I assume, no other Ohio institutions) have successfully implemented and incorporated into their management processes. In a sense, such components may be considered as second-generation achievements, since they seem to be accomplished only after the more routine, relatively pedestrian aspects of planning and budgeting, such as data design and generation, information-system implementation, or budget-submission procedures, have been put into operation. Yet effective academic planning and budgeting can occur only when the second-generation components are recognized and when ways of implementing them are being explored. Since both the Regents and Ohio higher-education institutions are committed to more effective planning and budgeting, continued work by all parties developing these components during the next few years could significantly enhance academic planning and budgeting in Ohio and serve as a model for the rest of the nation. To continue the momentum established by this project and develop these components, the Regents might consider providing the means for the four project institutions to extend their exemplary activities for one or two more years.

Though these second-generation components are interrelated, they are usually approached separately. The first component is the organization and implementation of multiyear planning and budgeting. Though all the project institutions recognize the importance of such multiyear activities, none has completely implemented them. Usually long-range planning and budgeting activities are limited to enrollment and staffing forecasts. The pressure of daily administration and the demands on time and energy to complete plans and budgets for the year immediately ahead leaves little time for dealing with long-range issues. The traditional attitude at most institutions seems to be that only if we survive this year and the next one, will we have the luxury of worrying about the next 10.

Despite this attitude, long-range planning is becoming less of a luxury and more of a necessity. No doubt all Ohio institutions want to improve their capability for multiyear planning and budgeting. The Regents thus might consider supporting pilot projects in multiyear planning and budgeting at a few institutions to encourage experimentation in this area and examining their reporting requirements, so that multiyear activities are given increased visibility in the resource-allocation cycle.

A second component is the reallocation of resources from one planning unit to another. This project report attests to the ability of the four institutions to reallocate within planning units. Nevertheless, attempts, such as those of Ohio University, to reallocate resources among units have been only partly successful. Participatory processes of planning and budgeting do not seem to encourage reallocation decisions, which usually must be inspired and initiated by institutional management. Moreover, the pressures of faculty unions, affirmative-action programs, and student consumer groups, to say nothing of institutional history, tradition, and politics, limit the ability of management to reallocate resources from one unit to another. Leadership on the part of the Regents in addressing this crucial component of planning and budgeting is essential.

A third component consists of internal communication about planning and budgeting. Effective planning and budgeting depend on participant understanding of the information required for planning, the roles of various individuals and groups, and the policy implications of planning decisions. Project staff at both Kent State and Owens felt that their planning and budgeting processes had been improved because of the emphasis that they placed on improving internal communication in their projects. The design of workshops and educational sessions with campus leaders in the Kent State project were especially productive, as the results of the evaluations conducted by project staff indicate. The Regents might want to encourage other institutions to follow Kent State's example.

Effective communication (both with an institution and between an institution and the Regents) can be jeopardized by turnover in personnel. The importance of such communication must be repeatedly stressed, as new persons with little or no historical perspective on Ohio higher education assume leadership positions each year throughout the state. To facilitate communication between the Regents and institutions regarding the Regents' role in planning and budgeting, the Regents might consider hosting, on an annual basis, a workshop designed to acquaint new institutional leaders with the Regents and their perspective on planning and budgeting.

We are gratified that through this project academic planning and budgeting in four Ohio colleges and universities have been improved. We hope that other institutions in Ohio can improve their own planning and budgeting by studying the experiences documented here. The challenge confronting the Ohio Board of Regents is to help them do so.

Appendixes

Appendix 1

Ohio University: Supplementary Materials

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Provost's Description of and Charge to the Structural Review Committee

As Ohio University prepares to enter the next decade, it is imperative that a process be established to insure an effective and efficient administrative structure. This process must be capable of evaluating existing structures to insure that they are capable of responding to new educational problems and demands as well as providing for the necessary support operations which make the educational programs function effectively. If existing structures give evidence of not being able to respond to the changing needs of the University, modification will have to take place. It is important to realize that any attempt to implement significant changes in existing structures will, for the following reasons, require a considerable period of time:

1. The development of a plan for structural change must: a) seek ideas and input from the University Community at large, b) be based on intensive evaluation of the existing system, c) include clear statements of the goals to be achieved and finally, d) insure open discussion and deliberation regarding the degree to which the proposed changes will actually achieve those goals.
2. The implementation of any significant modification in structure must take place over a period of time in order to: a) be least disruptive to the overall University and, b) allow for the appropriate re-assignment of personnel. This may require a period of as much as two or three years.

Since this length of time may be needed and since the 1980's are rapidly approaching, it is necessary that Ohio University begin immediately to implement a process for review. The purpose of this document is to describe a specific procedure for initiating such a system of structural review. It includes a description of the body to begin the review process, the charge given to that body, the implementation schedule and the decision procedure.

UPAC Structural Review Committee:

A committee of nine has been appointed as a sub-committee of UPAC and is charged to carry out the initial review. This committee includes five faculty members selected from a range of disciplines, a dean of a college and three administrators. The committee will be provided essential support from the Provost's Office.

Charge

The committee is charged with identifying where modifications in the current administrative structure are needed, or, where changes in the orientation of existing structures might result in increased efficiency, effectiveness or viability of the University. There are three key components to the charge given this committee.

A. Review of Current Administrative Structures: Based on a review and evaluation of the present administrative structure of the University, initial suggestions for modification will be made. As part of the evaluation process, the Committee will be expected to make appropriate comparisons regarding administrative structures at other universities of comparable size and composition. It is also expected that in addition to making use of data currently available for evaluation of academic performance and administrative costs, the committee will devise appropriate indices for comparison and evaluation of support units. The analysis should also include consideration of the degree of overlap in the administration and delivery of both teaching and non-teaching services.

B. Committee Proposals for Structural Change: After gathering all necessary information and making appropriate assumptions regarding student enrollments and financial resources available to the University during the 1980's, the committee is to recommend a plan (or plans) for structural changes. Accompanying this plan is to be a rationale for the revised structure which speaks to the following points:

1. That the academic mission of the University can be better accomplished by this structure.
2. That the necessary support functions are maintained in a manner in which they can be efficient and effective.
3. That the structure provides for efficient coordination between groups carrying out support functions and the various academic units.
4. That the structure will provide significant improvement over the current structure in efficiently meeting anticipated University needs.
5. That the structure is sufficiently flexible in meeting a range of potential situations in which the University may find itself.

C. Open Discussion of Alternatives under Consideration: There must be open discussion with affected units during all stages of the review and evaluation process. After the committee recommendations have been presented to the Provost, final discussions will be undertaken between the Provost and appropriate advisory bodies. Following these discussions, the Provost will make his decisions regarding implementation.

Implementation Schedule

Any specific recommendations by the committee are to include an outline of the implementation steps, the dates by which each step might reasonably be accomplished, a rationale indicating why this schedule will be least disruptive for individuals and the university community, and how existing structure can provide for continued efficient operation during the implementation period.

Decision Procedure

The committee is to make its report in a written form to the Provost. The Provost in consultation with the UPAC, Dean's Council and other appropriate bodies will decide whether to accept and implement the recommendation(s).

Structural Review Committee

Final Report May 1979

Structural Review Committee
Final Report
May 1979

During fall quarter, 1979, the Structural Review Committee was formed and charged with reviewing both the effectiveness and efficiency of the administrative structure of Ohio University. There were two major components of this charge. First, the Committee was to take a long-term view of the University and determine what type of administrative structure would best meet the needs of the University as it enters the 1980's. The second component of the charge dealt with the general issue of implementation. It was anticipated that carrying out a structural review would be a long-term process - one that would need to be carried out in phases. Thus, the Committee was charged with establishing a procedure to initiate the structural review in a series of steps. These steps were to result in an orderly process of review and recommendation regarding the varying components of the University's administrative structure.

Committee Procedures

In order to respond to the first aspect of the charge the Structural Review Committee carried out several activities. These included:

1) drawing up an overall university structural chart indicating the nature of the various reporting relations within the university.

2) collecting comparative data on various aspects of administrative functioning.

3) carrying out an interviewing procedure with a number of other universities so as to gather information on how these universities were structured or handled certain administrative functions.

The information obtained from these three activities in conjunction with enrollment projections and other relevant data helped the Committee to establish a framework through which to view the University's administrative structure. Two major conclusions arose from these activities. First, it was noted that Ohio University has a remarkable breadth of academic offerings for a university of its enrollment and financial support. The committee felt that this situation made it even more imperative that the University have an effective but lean structure to handle the problems which the next decade may bring. Second, the University's current structural arrangement has a very large number of units reporting directly to the Provost's office creating a relative imbalance in administrative functioning. These two conclusions established a setting for the Committee's deliberations as to the first step in the structural review process.

The second aspect of the charge - establishing a systematic, step-by-step procedure to review the administrative structure - was found to be complex and difficult. Several factors led the committee to adopt what came to be called a functional approach. These factors were as follows: First, it was thought necessary that any administrative structure should reflect particular functions which the university would need to carry out in the years ahead (for example, continuing education, developmental education, counseling). Second, it was thought that the implementation approach needed to have clearly defined boundaries on what administrative structures would be looked at within any given year. Third, it was felt that the approach needed to be rational, yet exhaustive over a several year time period. Fourth, the Committee felt that the approach needed to operate independently of current personnel so that decisions could be made on the efficiency and effectiveness of the proposed program and not on personality issues.

Counseling Function

Once the general implementation procedure was established the Committee considered which function to begin the review with. The function selected by the Committee for the initial review period was the counseling function. This function was selected for several reasons. In particular, the present administrative structure allows for the provision of counseling services in a number of different units including International Student Services, Counseling and Psychological Services, Residence Life, Student Development Center, University College, and the Center for Afro-American Studies. The Committee's interviews with representatives from these areas found a lack of communication among some of these units apparently because there is no formal way for such communication to occur. This has resulted in some duplication of effort and some lost opportunities in carrying out joint programming. In addition, the current situation has made it difficult for students to know what counseling services are available. Finally, the present system also allows for counseling services to be functions of units that have other major functions. This has the potential for conflict of interest situations.

Recommendation: Creation of a General Counseling Unit

In analyzing the counseling function the Committee interviewed representatives from a large number of areas on campus and made use of information obtained through the telephone interviews with other universities. After extensive deliberation and consultation the Committee decided to recommend the creation of a General Counseling Unit. The functions and characteristics of this unit are as follows.

Functions

1. This unit is to handle the advising of undecided and special students. These students will be advised by this unit until they decide on a major. At that time their records will be assigned to advisors within the chosen academic unit. Students may remain in the general counseling unit no more than six quarters.

2. This unit is responsible for all formal counseling aspects carried out by the university including career counseling, counseling of developmental students, psychological counseling, counseling of minority and international students and peer and residence life counseling. As a consequence, the following current units would

become part of this unit: Student Development Center, Counseling and Psychological Services, Black Resources Center, International Student Services, Residence Life and Career Counseling.

3. This unit is to be responsible for coordinating the summer pre-college program.

4. This unit is to work in close liaison with the university advising council in helping to establish effective links between academic advising programs and the various counseling programs. This unit is not responsible, however, for academic advising, except for undecided and special students. That function is to be conducted by the appropriate academic units.

Characteristics

1. The General Counseling Unit is to have no academic programs report to it which result in a degree.

2. The unit is to report directly to the Vice President and Dean of Students Office.

3. If at all possible, the units comprising the General Counseling Unit should be located in close proximity, preferably within the same building.

4. This unit should have a wide range of professional personnel as part of its staff including psychologists, career counselors, minority members, women, individuals with international expertise, and academic advisors for undecided students.

5. There is to be a position of academic coordinator in the General Counseling Unit. This individual is to handle academic decisions such as probation and reinstatement. A committee composed of faculty members and deans (appointed by the Provost) is to review all policies related to academic matters in the General Counseling Unit (e.g. probation and reinstatement policies).

Rationale

The reasons for the Committee's recommendations include the following:

1. It will bring together the numerous counseling functions which are now separated both physically and administratively and thus will allow for more efficient and effective counseling, programming and use of professional and support staff. It will link residence life and dormitory personnel closely to the various counseling areas leading to better interaction and service delivery.

2. It will remove potential conflict of interest situations which now exist in certain multifunction units.

3. It serves to unify and make more visible the available counseling resources of the university.

4. It should make it easier to identify counseling aspects in which the university is deficient.

5. It will reduce the number of units reporting to the provost's office resulting in a more efficient administrative structure.

6. It leaves academic advising as the primary function of the faculty but provides a better linkage between academic advisors and the various counseling services available to students.

7. It links undecided students closely with a variety of counseling services which they may likely benefit from. In particular, they should have more ready access to career counseling and developmental services.

Additional Recommendations

Based on extensive analyses of the counseling function and related academic issues, the Structural Review Committee makes the following additional recommendations:

1. That the two year programs, Bachelors of General Studies program, and ROTC programs currently in the University College, be temporarily assigned to appropriate existing degree granting units.

2. That next years Structural Review Committee deal with the issue of general academic structure of the University. In addition to consideration of the placement of the units named in point one above, it is recommended that an overall academic structure be considered in which new and existing specialized academic units (particularly those with no faculty) are assigned to an appropriate college and that an appropriate academic site be considered for all aspects of the continuing education area.

3. That the Structural Review Committee should also consider the overall university administrative structure above the unit and departmental level.

Structural Review Committee Members

Thomas Johnson
Ivan Harper
James Barnes
John O'Neal
Henry Lin
Roderick Rightmire
Robert Ingham
Gary Schumacher, Chairman

A Compendium of Historical Information for Planning

OHIO UNIVERSITY

Inter-Office Communication

DATE December 27, 1978

TO Members of UPAC, Vice Presidents and Academic Deans

FROM Charles F. Harrington, Director, Information Systems Charles Harrington

SUBJECT Profile of Historical Planning Data

Planning information and management data analyses have long been available in large quantities at Ohio University. However, a year's experience with our present planning process has demonstrated the need for more systematically available departmental planning data.

Formerly, an array of management reports with general relevance to the planning process had been disseminated on an intermittent basis. These reports dealt with specific topics such as student headcount enrollments and contained both historical information and projections. A major difficulty with their use was that related information relevant to specific planning decisions was often contained in several independently issued reports. In addition, the reports contained both historical data that was static and projections that were subject to continuous revision.

An initial phase of an ongoing effort to improve the availability and use of relevant data in the planning process has resulted in the preparation of a computerized compendium of historical planning data. The data profiles for each academic department, college level summaries and the University summary are presented herein for your review and critique. A complete set of profiles and associated summaries has been prepared for each planning unit.

The information presented in these departmental profiles and associated summaries pertain only to credit generating academic budget units. Hence, there are no profiles for units such as the Child Care Center or the Dean's Office within the College of Education, nor are data for these units included in the college level or University summaries.

An effort is presently underway to identify information and data for non-instructional units that would aid the planning process. Assistance and suggestions regarding available and helpful information for inclusion are earnestly solicited.

Description of Historical Profiles. The profile for each department will contain four major sections.

> Section I - Students: This section contains information about students by student major. Student majors not associated with specific departments but within the college are included only in the college and University summaries.

Fall headcount enrollments and the annual number of degrees awarded during each of the past five years are reported for each student major. It is important to remember that student major in this instance is the collapsed major grouping that combines various area of concentration codes assigned by each college. This is the procedure used with the Induced Course Load Matrix (ICLM) system developed several years ago.

Individual area of concentration codes often involve less than five students and larger aggregations are necessary to achieve meaningful planning information.

Section II - Courses: The undergraduate, graduate and total student credit hours associated with each course abbreviation for a department are reported in this section. Only fall credit hour information is presented. Instructional activity in general courses such as University Professor, Honors College and other interdisciplinary programs are reported when these activities can be associated with sponsoring departments.

Also reported in this section are fall average section sizes and fall Weighted Student Credit Hours (WSCH). WSCH information is reported for both regularly budgeted instruction and instruction coordinated by the Continuing Education division.

Average section size is based only on the instructional activity funded from departmental resources and does not include Continuing Education courses. An attempt has been made to accommodate the effect of joint classes by combining data for classes scheduled for the same room at the same time. This is done by adding the reciprocal of the number of joint classes to the total number of sections before dividing the number of sections into the total enrollment.

The OU-Index reported with the class size information and elsewhere throughout the profile is simply a method of relating departmental data to the total University average. For example, a department with an average class size of 15.6 students per section and an index of .78 has an average section size that is 22% smaller than the total University average section size.

Section III - Staffing and Productivity: This section contains historical information pertaining to personnel and the activities associated with their departmental activities. The first subsection contains the annual Weighted Student Credit Hour output and both direct and fully allocated unit costs. The expenditures used in these computations are the final year-end actual expenditures and they may deviate from departmental budgets by small amounts.

The number of tenured FTE faculty for the department, including those on professional leave, and the number of non-tenured FTE faculty are reported in this section along with the percentage of the total who are tenured. These data are based upon the number of contracts in force during the fall quarter and do not include positions which may be budgeted but unfilled. The software that produces this portion of the analysis was completed during the past year and the information necessary to compute the tenure ratios was not available prior to 1977. At a later time associated faculty will be included in this section. Associated faculty are University employees who have rank (and perhaps tenure) in a given academic department but who are not budgeted with that unit.

Tenure information is meaningful only on a headcount basis. While the headcount number of faculty in this section is related to the number of FTE faculty budgeted, these two sections of the profile need not correspond directly. This results from the budgeting of positions in units other than the home department, budgeting resources for positions temporarily vacant and classifying personnel with tenure as administrative staff due to current work assignments.

The budget packets which are prepared each year for the Responsibility Accounting System included an FTE personnel summary. The budgeted FTE staffing summary contained in these profiles displays these data for the past five years. The information as submitted for each budget unit is checked and verified by the Controller's Office and, to assure comparability among all departments, the department chairmen are classified as faculty even though they may not have been classified that way initially.

The sub-section on staffing ratios includes the number of FTE students taught by the department during each fall quarter. All students are included whether or not they are ineligible for state subsidy support. Three student/staffing ratios are computed using the budgeted FTE information immediately preceding this sub-section. The first of these is the ratio of FTE students to FTE faculty. The second is the ratio of FTE students to the combined faculty and contract graduate student total. Contract graduate students were included since they represent potential teaching resources and since there presently is no convenient way to extract non-teaching GA's from the total. Teaching assignments for many graduate students often change from quarter-to-quarter and their inclusion represents the most comparable comparisons among departments.

The third staffing ratio presented in this section consists of the ratio of total FTE students to total FTE staff including faculty, contract graduate student, administrative and civil service personnel.

A comparison of budgeted teaching resources and the FTE teaching resources required to produce the actual student credit hours assuming Regents Model staffing patterns is presented in the next sub-section. The budgeted faculty only and the budgeted faculty plus budgeted graduate student total are reported in separate sections along with the number of FTE teaching staff required to match the Regents staffing models.

The final portion of the section on staffing and productivity includes a percentage distribution of faculty effort as reported by each person completing a faculty service report. To afford a measure of comparability among faculty members within, as well as among departments, the total effort represented by each faculty service report is taken as 100% of total effort and the effort associated with each activity is counted as a percentage of that total. The raw data were cumulated for department totals and for subsequent summaries so that part-time personnel contribute proportionately to the results reported.

Section IV - Expenditures: The final major section of each department profile presents actual expenditures for the most recent five year period. Included are net general operating expenditures, expenditures from rotary accounts and restricted expenditures.

The planning profile information is presently limited to the credit generating academic units. College level summaries and the total University summary are simply aggregations of the academic departments and they presently do not include support units within colleges such as the deans office and other non-teaching support budget units. It is anticipated that data for these units and for other non-instructional units will be presented in a separate report.

As the planning process evolves and as additional relevant information becomes available it will be added to the planning profiles. For example, we are presently planning to add student attrition data for each student major.

Suggestions which will improve the usefulness of these reports are encouraged.

CH/jc

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REPORT NO: FARM0100                 OHIO UNIVERSITY                      DATE: 12/08/78

         PROGRAM PLANNING UNIT HISTORICAL RESOURCE INFORMATION            PAGE     1

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
X BUDGET-UNIT:                 X
X 203005C                      X
X BOTANY                       X
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

                                ................. STUDENTS .................

                                 1973      1974      1975      1976      1977

1. FALL HEADCOUNTS BY MAJOR:


  01 BOTANY

     FRESHMAN                      34        42        39        51        75
     SOPHOMORE                     22        24        17        13        32
     JUNIOR                        24        28        26        18        25
     SENIOR                        13        15        25        23        18
       UNDERGRAD                   93       109       107       105       150

     MASTERS                       13        17        15        13        16
     DOCTORAL                      13        12         9        13        12
       GRADUATE                    26        29        24        26        28

       TOTAL                      119       138       131       131       178

2. ANNUAL DEGREES AWARDED:
     BACCALAUREATE                  7        11        17        19        13
     MASTERS                        7         9         4         8         6
     DOCTORATE                      1         1         4         2        --
       TOTAL                       15        21        25        29        19

                                ................. COURSES .................

3. FALL STUDENT CREDIT HOURS:

     BOT
       UNDERGRADUATE             3620      3108      2867      2795      2738
       GRADUATE                   322       382       275       330       344
         SUB-TOTAL               3942      3490      3142      3125      3082
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REPORT NO: FARM0100                OHIO UNIVERSITY                 DATE: 12/08/78

       PROGRAM PLANNING UNIT HISTORICAL RESOURCE INFORMATION         PAGE     2

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
X BUDGET-UNIT:                 X
X 2030050                      X
X BOTANY                       X
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

                                 .................. COURSES ................

                                  1973      1974      1975      1976      1977

4. FALL WSCH (ATHENS):

     BOT                          8423      7895      7140      7329      7422

6. FALL AVERAGE SECTION SIZE:
     BOT                          20.4      19.0      16.7      15.0      17.0

     OU-INDEX                      .87       .93       .84       .75       .84

                                 ......... STAFFING AND PRODUCTIVITY ........

7. UNIT COST DATA:

     ANNUAL WSCH                 25593     24043     22131     22004     23131

     DIRECT COST/WSCH           $14.88    $16.01    $17.62    $19.16    $19.02
       OU-INDEX                   1.21      1.28      1.35      1.39      1.31

     ALLOCATED COST/WSCH        $29.12    $31.69    $33.42    $36.15    $39.18
       OU-INDEX                   1.15      1.14      1.22      1.33      1.23

8. TEACHING FACULTY:

     TENURED                        --        --        --        --      13.0
     NON-TENURED                    --        --        --        --       1.0
       TOTAL                        --        --        --        --      14.0

     PERCENT TENURED                                                      92.0

9. BUDGETED FTE STAFFING:

     FACULTY                        --     13.10     13.20     13.20     13.20
     GRAD. ASSISTANTS               --      7.00      6.00      6.60      6.39
     ADMINISTRATORS                 --      4.00      2.00      2.00      2.00
     CIVIL SERVICE                  --      2.00      1.50      1.50      1.50
       TOTAL                        --     26.10     22.70     23.30     23.09
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REPORT NO: FARM0100                   OHIO UNIVERSITY                   DATE: 12/08/78

        PROGRAM PLANNING UNIT HISTORICAL RESOURCE INFORMATION          PAGE      3

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
X BUDGET-UNIT:                 X
X 2030050                      X
X BOTANY                       X
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

                                     ......... STAFFING AND PRODUCTIVITY ........

                                     1973       1974       1975       1976       1977

10. STAFFING RATIOS:

     FTE STUDENTS                   262.8      232.7      209.5      208.3      205.5
     FTE STD/FTE FACULTY              --        17.8       15.9       15.8       15.6
     FTE STD/FTE FAC&GA               --        11.6       10.9       10.5       10.5
     FTE STD/FTE TOT STAFF            --         8.9        9.2        8.9        8.9

11. REGENTS MODEL/DEPART. BUDGETED:

     MODEL FTE FOR ENROL            15.60      14.62      13.22      13.57      13.75

     BUDGETED FACULTY                 --       13.10      13.20      13.20      13.20
     DIFFERENCE FROM MODEL            --       -1.52       -.02       -.37       -.55
     % DIFF. FROM MODEL               --      -10.30       -.10      -2.70      -4.00

     BUDGETED FACULTY & GA            --       20.10      19.20      19.80      19.59
     DIFFERENCE FROM MODEL            --       +5.48      +5.98      +6.23      +5.84
     % DIFF. FROM MODEL               --      +37.40     +45.20     +45.90     +42.40

12. % DISTRIBUTION OF FACULTY EFFORT:

PRIMARY INSTRUCTION

     1 GEN. STUDY                     --         --         --         --        32.6
     3 BACCALAUR.                     --         --         --         --        17.1
     4 MASTERS                        --         --         --         --         6.1
     5 DOCTORAL                       --         --         --         --        13.5
       SUB-TOTAL                      --         --         --         --        69.2

STUDENT ADVISING

     1 FR/SO                          --         --         --         --         1.8
     2 JR/SR                          --         --         --         --         1.3
     3 MASTERS                        --         --         --         --         1.9
     4 DOCTORS                        --         --         --         --         2.3
       SUB-TOTAL                      --         --         --         --         7.2
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REPORT NO: FARM0100                  OHIO UNIVERSITY                   DATE: 12/08/78

       PROGRAM PLANNING UNIT HISTORICAL RESOURCE INFORMATION          PAGE      4

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
X BUDGET-UNIT:               X
X 2030050                    X
X BOTANY                     X
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

                              .......... STAFFING AND PRODUCTIVITY ........

                                1973       1974       1975       1976       1977

ADMINISTRATION

    1 DEPARTMENT ADMIN           --         --         --         --         3.2
    2 COL/DEPT COM.              --         --         --         --         2.2
    3 UNIVERSITY COM.            --         --         --         --          .3
    5 OTHER ADMIN.               --         --         --         --          .3
      SUB-TOTAL                  --         --         --         --         5.7

RESEARCH

    1 UNIVERSITY/DEPT            --         --         --         --        13.3
    2 PUBLICATION PRP.           --         --         --         --         4.8
      SUB-TOTAL                  --         --         --         --        18.0


** FTE BASED ON DEPARTMENTAL FACULTY WHO COMPLETED A FACULTY ACTIVITY
** REPORT FOR FALL QUARTER.

                              ............. EXPENDITURES ................

13. DEPARTMENTAL EXPENDITURES:
    GENERAL OPERATING        $380934    $384861    $389870    $421496    $439864
    RESTRICTED                   --     $30921     $54963     $43704     $72172
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Description of the Staff Planning Process

OHIO UNIVERSITY

Inter-Office Communication

DATE May 15, 1979

TO Planning Unit Administrators

FROM James Bruning, Vice Provost for Planning & Program Development J.B.

SUBJECT Staffing Plans

Attached is the preliminary material for staff planning. The implementation of this aspect of planning is the last major component of the planning process. The results of this activity will be used to guide decisions on staffing in regular planning activity and in ongoing administrative activity.

The purpose of this project is to estimate future trends and needs and to develop a general understanding of how to respond to these needs. Staffing plans are to provide guidance to units as they face change and give direction to those involved in the university planning and resource allocation process. Staff plans are not answers nor decisions; rather, they are guides to provide assistance.

As units work on staff plans they will be asked to evaluate current resources and how they can be used to further their needs and those of the university. Consideration is to be given to faculty and staff changes such as retirements and estimated attrition but in no case will the staff planning project consider the release of tenured faculty.

There are two attachments. The first is the description of the staff planning project at Ohio University. This description incorporates relevant portions of the planning process document prepared and distributed following the special fall retreat which emphasized a need for staff planning. Members of the University Planning Advisory Council and University executive officers were involved both in discussions at the retreat and of the subsequent document.

The procedures used for forecasting enrollment and staffing levels are also presented together with the second attachment which summarizes enrollment projections, staffing projections and additional information for your particular unit. These parameters were prepared as a starting place for the process of staff planning.

The distribution of this material begins an important project in the planning process of the University. Please review this information and begin preparation for the work sessions each unit will hold with me. These work sessions are designed to assist each unit as it prepares by June of this year initial statements of goals and priorities which will be incorporated into a staffing plan.

JB/jc
Enclosure
cc: UPAC

OHIO UNIVERSITY STAFF PLANNING

A Description of the Staff Planning Process

Office of the Provost
April, 1979

Background and General Principles

The anticipated reduction in the number of high school graduates will almost certainly have a significant effect on the colleges and universities in Ohio during the 1980's. For Ohio University to avoid a severe enrollment decline during the next six years there will have to be an increase in the rate of college attendance among these graduates coupled with aggressive recruiting on our part. While there is general agreement that the possibility of decline in both enrollment and revenue is real, there is agreement also that special attention must be given to the types of programs and activities which can offset these trends. This special attention must begin with an analysis of those programs, activities and services which are most likely to contribute to the long term benefit of the University.

Within academic areas, this process must consider not only the enrollment generating possibilities of particular programs of study, but also must incorporate a quality analysis of scholarship and public service as these contribute to the academic viability of the institution. Areas of unusual and distinct quality must be identified.

Within the support areas of the institution, attention must be given to those services and programs which most directly influence the quality of campus life and the educational and scholarly milieu of the University. Attention must be given to those functions that contribute most significantly to the attraction of new students and the success of those who have already enrolled.

Analysis is also needed to determine whether sufficient monies are being allocated within budget units for the purchase of equipment and supplies. During the period of decline which occurred between 1972 and 1976, most units reduced these funds substantially as a way of solving budget difficulties. Such reductions, coupled with inflation, have left many units severely limited funds for replacement of outdated equipment.

From these analyses, unit-by-unit program objectives and staffing priorities must be developed to guide units in their planning activities and their regular resource allocations. These objectives and priorities must be sufficiently precise to provide the basis for decision-making and sufficiently long-range to allow lead time for implementation. At the same time, the need for flexibility and change must be included. Regular review, modification and refinement must be made an integral aspect of the process.

The forecasts presented below represent an initial set of enrollment and staffing projections which will be used as a basis for discussions with planning units regarding their program objectives, planning activities and staffing priorities. As indicated above, activities and programs of special quality and importance must be identified and enhanced. Ohio University is a comprehensive university and to the extent possible, the diversity and breadth of opportunities available to students must be maintained.

Procedure for Forecasting Staffing Levels

The description of the methods used for projection of enrollments and staffing are detailed below. One of the major problems which arises in any set of projections is in determining the most appropriate base to use for comparison purposes. One source of comparison data is the system-wide workload standards contained in the Regents' models. These system-wide models, however, are based on an average of not only residential universities, but also, branch campuses, technical colleges and urban universities. Although the four residential state universities (Ohio University, Miami University, Bowling Green University, Kent State University) differ in complexity and comprehensiveness, they clearly are more similar in overall structure and educational mission than the full range of institutions which are reflected in the system-wide models. Consequently, it was determined that the residential institutions would provide the most appropriate comparison data for use in staffing projections. As is the case in any analyses of this type, the data are more complete in some areas than others. For example, the data available for the academic areas are much more complete and detailed than those for the support and service areas. It is only recently that any comparable data have been made available for the Ohio Board of Regents regarding operations and plant maintenance expenditures. These data, however, still lack the detail necessary for staffing level comparison. For other support and service units, even less comparable information is available due to extreme variations in administrative organization, structure and complexity at the several institutions. Consequently, the initial staffing analyses and projections for these areas will largely reflect the average effects of enrollment changes anticipated by 1984-85.

Procedures for Forecasting Enrollments

Based on carefully developed forecasting techniques, it is anticipated that by 1984-85, the overall reduction in main campus headcount enrollments will range from approximately 4% to 9%. (Note: the projected FTE enrollment decline is slightly larger.) This variation or range results from differing assumptions regarding Ohio University's ability to attract students in competition with other institutions in Ohio. The actual changes in enrollments by 1985 will be, in large measure, a function of the ability of planning units to carefully assign staff and other resources so that quality programs which are attractive to students can be offered.

The headcount enrollment forecasts on which the staffing projections are based reflect two sets of assumptions. The primary projections represent forecasts that assume the recent patterns of improved student retention and improved market penetration into various population pools will persist until 1985. The conservative set of projections recognizes the increasingly intense competition for a shrinking pool of potential students and a return to retention rates and high school participation rates that were our actual experience during 1975 and 1976.

To determine the impact of changes in headcount enrollments for various student majors, these headcounts were converted into course enrollment patterns. The patterns of student course enrollments were determined by the use of the departmental profiles produced by the Induced Course Load Matrix (ICLM). The headcount projections for each fall period through 1984 were applied to the Fall 1978 ICLM to produce the induced credit hour patterns by department. Credit hour forecasts were then aggregated by college to compensate for forecast variations associated with small units. These college credit hour projections were then converted to FTE student enrollments.

Procedure for Development of Staffing Needs:

The translation of student credit hour loads into staffing needs by college was accomplished by using the average student faculty ratios by course level for the four residential state universities (Ohio University, Miami University, Bowling Green University, Kent State University). Use of this technique resulted in an overall reduction in the academic areas of approximately 5% for the primary and 9% for the conservative projections.

For service and support areas, reduction of administrative and civil service personnel were set at 6% and 8% to reflect staffing needs for the primary and conservative University-wide enrollment projections. These percentages represent values closer to the overall average staffing reduction since the comparison data are not sufficiently precise to accurately project more extreme primary and conservative possibilities.

Development of Actual Staffing Projections:

For all of the service and support areas, the primary and conservative projections are set at 6% and 8%. While it is recognized that this uniform reduction makes no attempt to differentiate among the staffing needs of particular units, the lack of satisfactory comparative data makes such differentiation impossible. A good example of the problem is reflected in the information relating to plant operations and maintenance. Regents' data indicates that in comparison with the other residential campuses, the expenditures per square foot of space at Ohio University are well below average. If, however, the comparison of expenditures is made in relation to numbers of FTE students, the support provided at Ohio University is well above average. Further analysis revealed that this seeming inconsistency is due to Ohio University having more square feet of space than the enrollment can justify. These types of apparent inconsistencies, coupled with a lack of comparable information, point up the need to treat the projections as a starting point for discussions regarding the special program needs and goals of the planning units.

Staffing projections for the academic units involved a more complex set of calculations. First, current staffing levels for each college were compared to the average of the four residential universities. Deviations from the four university average were adjusted toward the average by a factor of one-half. This method allowed for a partial adjustment of the significant enrollment shifts which have occurred during recent years. By making the adjustment one-half of the deviation, 1) more gradual shifts in staffing can be achieved and dramatic, cyclical increases and decreases in staffing levels avoided, 2) greater recognition can be given to program needs both within and between colleges, and, 3) allowance is made for shifts in pattern of student interest and enrollment. Following this initial adjustment, primary and conservative staffing projections were made for each college and the resulting changes in staffing needs calculated. These changes are projected over a six year (three biennium) period. The final staffing level thus reflects one-half of the current deviation from the four university average plus all of the staffing changes. In all of the staffing computations, the contributions of TA's to the FTE teaching capability of a planning unit were assumed to be TA FTE divided by two. While the actual teaching contribution made by TA's varies from department to department the TA FTE/2 formulation closely corresponds to college-wide average contributions made by TA's. As in the case of service and support areas, administrative and civil service reductions in academic units for the primary and conservative projections were set at 6% and 8%.

The "additional information" is presented to inform unit heads regarding the number of vacancies which can be anticipated by 1984-85. "Retirements" represent the number of persons who will reach retirement age or have 30 years of service. The "turnover" calculations represent statistical projections based on the average turnover rates during the last three years.

Process of Implementing Staff Planning:

The implementation of the staff planning process will follow the procedures outlined below. As a result of conversations with the deans and other planning officers, the earlier staffing proposal was modified so that an early meeting with the Provost could be scheduled.

Implementation - Stage I: Development of Preliminary Statements of Program Objectives and Staffing Plans - This stage will be coordinated by the Provost's Office, but the critical analyses will rest with the planning units. Each planning unit will be provided data describing current enrollment and staffing levels as well as data which project for 1985 the varying impact on each unit of a University-wide four to nine percent decline. (Note: it is not expected that the projections for each unit will necessarily show a decline.) Projections for academic units will incorporate data routinely used for enrollment projections together with Ohio Board of Regents models for staffing levels. To the extent possible, support units will be provided projection information using data from the Ohio Board of Regents as well as data developed by Ohio University's Office of Analytical Research.

Upon receipt of the projection data, each planning unit will be given the opportunity to schedule an early meeting with the Provost to discuss particular unit goals, special programmatic needs, or other, non-quantifiable factors relating to the unit.

Following discussions of its projection information with the Provost, each planning unit will begin analysis of its programs, activities or services to identify those which hold most promise for increasing enrollment or retention of quality students, and, are of greatest importance to the educational and scholarly mission of the institution. Heads of support units will also form an evaluation of those activities and services which contribute most importantly to the life of the institution. As part of this analysis, units will also be expected to develop strategies for increasing funds available for purchase of supplies and equipment. Periodic meetings will be scheduled between the heads of the planning units, and the Vice Provost for Planning and the UPAC Task Force members to discuss issues and problems encountered in the process of analysis, discuss the priorities established by the unit, exchange information regarding educational trends and societal demands and discuss tentative conclusions drawn as a result of the analyses.

After these discussions with the Vice Provost and the Task Force members, each planning unit will begin preparation of a statement of program objectives together with a staffing plan which will serve as a best estimate of program directions and emphases during the next six years. For this initial phase of planning, each unit will assume changes in its staffing level is projected from data provided by the Provost's Office. Units wishing to submit supplemental staffing plans which include more personnel than projected must support their plans with clear commitments to additional enrollment growth or convincing documentation that maintenance of a critical activity or outstanding program contributes significantly to the overall viability of the University.

The unit statements of goals and priorities, together with a general staffing plan, will then be submitted to the Vice Provost for Planning. A formal critique and evaluation of the statements will be undertaken by the UPAC. Following their review and recommendations, a final report will be prepared by the Vice Provost for Planning which will incorporate the critiques and evaluations by UPAC and, summarize their recommendations regarding program thrusts and staffing levels of the institution for the next six year period (1985). (Target date for completion of Stage I - October 1979)

Implementation - Stage II: Discussions with the Provost
Upon receipt of the summary report and the individual unit goals, objectives and staffing plans, the Provost will meet with each planning unit head to discuss in greater detail the application of the goals, priorities and staffing plans to the planning process within his/her unit. Adjustments to the initial staffing projections will be considered. Special attention will be given to those activities and programmatic thrusts proposed in the supplemental staffing plans which appear to have a high probability of countering projected declines in enrollment, or which are vital to the well-being of the institution.

The final outcome of these meetings will be a mutual understanding between the Provost and the unit head regarding program directions, emphases and staffing changes through 1985. Necessary adjustments will be made in each unit's statement of goals, objectives and staffing plan so that it can accurately serve as the basis for planning activity and resource allocation decisions. (Target date for completion of Stage II - December 1979)

Implementation - Stage III: Utilization of Planning Documents
The statements on program objectives together with the adjusted staffing plan will be used by the planning units and the Provost to guide planning and resource decisions. It is expected that all additional planning undertaken within a unit, development of budgets, and, allocations or reallocation of unit resources will follow the unit planning document. Unit heads will be expected to justify the need for administrative, faculty and staff replacements. The Provost's Office will institute a regular review system where all vacancies are evaluated to insure maximum utilization of University personnel before positions are posted or searches authorized.

Implementation - Stage IV: Review and Revision Schedule
It is expected that this process will be an ongoing one so that regular updating of plans can occur. Due to the time commitments which such a process requires, the updating of goals, objectives and staffing plans will take place on a biennial rather than annual basis. Thus, the next University-wide update and review of goals, objectives and staffing plans will occur during 1980-81 with 1987 as the date used for projection purposes. To insure that the University community is kept informed, regular reports pertaining to the planning process will be made by the Provost.

Summary Schedule for Staff Planning

Stage I - Development of preliminary statements of program objectives and staffing plans

Early May - Distribution of projected enrollment and staffing parameters.

May - June- Each planning unit will begin preparation of draft statements outlining program directions and emphases together with a staffing plan for next six years.

Summer - Periodic work sessions will be held with the Vice Provost for Planning and the appropriate task force from UPAC.

Sept.-Oct.- Units conclude their reports. Following a critique by UPAC, the Vice Provost will prepare a University report to the Provost.

Stage II - Discussions between planning unit administrators and Provost

November-December - Meetings will be held between the Provost and each unit head. Adjustments and refinements to the staffing plans will be made.

Stage III - Utilization of Staff Planning Information

The staff plans will be used by the unit head and the Provost in staffing decisions that occur on a regular basis. The UPAC will use the plans as they consider planning and budget requests. The Board of Trustees will receive briefings on the staff plans and the steps being taken to implement them.

Stage IV - Review and Revision Schedule

The staffing plan developed in 1979 will cover a six year period (1979-85). However, a full review with appropriate revision will occur during the 1980-81 year (tentatively the spring and summer of 1981). The resulting staff plans will cover a new six year period (1981-87).

Sample UPAC Reports to Planning Units

OHIO UNIVERSITY

Inter-Office Communication

DATE April 11, 1979

TO Alden Dalzell, Planning Unit Officer, Information Systems

FROM James L. Bruning, Vice Provost for Planning & Program Development

SUBJECT Feedback regarding UPAC funding recommendations

The following briefly summarizes UPAC reactions to the proposals from your unit which were not recommended for funding. The summary statements are brief and if you have additional questions, please feel free to contact me.

To the extent possible, decisions by UPAC were made within the context of the Educational Plan and based on the evaluation criteria which were distributed and discussed at the October meetings held for Planning Units. In summary form, these criteria emphasized: 1) Improving our ability to recruit and retain high quality students, 2) Increasing the quality of scholarship, education and campus life, 3) Increasing income or reducing costs, 4) Insuring that there will be long range benefits, and, 5) Encouraging cooperation and improved resource utilization among planning units.

Planning Unit: Information Systems

Proposal	Comments
Proposal # 2 "Tape 4 Tracking System"	-was recommended to UPAC for continuing consideration. However, in the evaluation process, UPAC did not consider this request to be of high enough priority to warrant funding. No particular negative comments were made regarding this proposal.
Proposal # 3 Research Assistant	-was given special consideration by UPAC based on additional information provided by the staff of Information Systems. However, at the conclusion of the evaluation process, the proposal did not rank high enough to fit within the limitations of funding.
Proposal # 8 BASIC	-was discussed by UPAC but received little supporting discussion. By the same token there were no negative comments. Final vote showed the proposal ranking too low to qualify for available funds.

Proposal	Comments
Proposal 9 Graphic hard copy	-was recommended for further consideration; however, it did not receive sufficient UPAC support to qualify for funding. There was no negative discussion by the UPAC, but simply a consideration of the priority of the proposal in relation to others.
Proposal 10 Communications Test Equipment	-was also recommended for further consideration by UPAC but did not rank high enough to receive support.

In sum, the proposals from Information Systems were well written and documented. The only reason for not supporting each of them was the limit on pool funds available for distribution.

JB/jc

OHIO UNIVERSITY

Inter-Office Communication

DATE April 30, 1979

TO Herschel McNabb, Planning Unit Officer, Business Administration

FROM James L. Bruning, Vice Provost for Planning & Program Development

SUBJECT UPAC review and evaluation of 1978-79 pool expenditures

The University Planning Advisory Council will very shortly be evaluating the expenditures by units of pool funds awarded during last year's planning process. According to our records, your unit received the following funds from UPAC for expenditure during 1978-79:

Amount	Proposed Utilization of Funds
$ 1,250	Minority Tutorial
19,500	Marketing Position
$20,750	

Please supply the requested information to my office before Friday, May 11.* UPAC will begin evaluation of the 1978-79 pool expenditures during the week of May 14. The summary report of their reactions will be filed for use next year in determining the degree to which particular planning units expended pool funds in accordance with their original proposal(s).

*Use a separate sheet for each award.

Form P-38

JB/jc

Pool I, Pool II and Extraordinary Inflation

UPAC Evaluation Report
1978-79 Allocations
(Upper portion to be completed by the Planning Unit)

Planning Unit: College of Business Administration

Type of Award: Pool I____ Pool II x Extraordinary Inflation____

Amount of Award: $ 1,250 Amount Requested: $ 2,500

1. General summary of actual expenditures of the above award:

   The Department of Accounting & Quantitative Methods has a tutoring program which meets from 4-6 and 7-9 p.m. on Mondays, Tuesdays, Wednesdays, and Thursdays (every week during the quarter) for both Accounting 101-102 and Quantitative Methods 200-201.

2. Extent to which unit's resources were used to supplement the above expenditures:

   In addition to the use of our GAs (12 GA quarters) for tutoring, we spent about $1200-$1500 in student wages for tutoring.

3. Objectives of the proposal:

   To tutor all students, but to encourage minority groups, in particular, to use the service. Of course, students still have the right and privilege to utilize their instructors. In addition, we have selected a few of the most difficult cases for private tutoring by our student assistants.

4. Your statement regarding degree to which you feel the objectives have been met:

   Many black students are performing poorly in Accounting and Q.M. classes. We should be tripling our efforts, but, because student wages have been increasing from $2.30, then to $2.65, and next year to $2.90, fewer hours will be available. To make matters worse, we will have fewer graduate assistants, so the outlook is bleak, indeed.

UPAC evaluation regarding degree to which proposal objectives were met:

149

Pool I, Pool II and Extraordinary Inflation

UPAC Evaluation Report
1978-79 Allocations
(Upper portion to be completed by the Planning Unit)

Planning Unit: College of Business Administration

Type of Award: Pool I ____ Pool II x Extraordinary Inflation ____

Amount of Award: $ 19,500 Amount Requested: $ 19,500

1. General summary of actual expenditures of the above award:

   Employment of J. Daniel Lindley as Asst. Prof. of Marketing in the Department of Administrative Sciences-Academic Year Salary of $18,900.

2. Extent to which unit's resources were used to supplement the above expenditures:

   $3,525 to cover payroll benefits and moving expense.

3. Objectives of the proposal:

   1. To attract more (qualified) students to study at Ohio University.
   2. To more ably service the large numbers of Marketing majors, business students, and non-business students who are seeking careers in Marketing.

4. Your statement regarding degree to which you feel the objectives have been met:

   Enrollments in Marketing increased from 1502 in the 1977-78 academic year to 1836 in 1978-79, a percentage growth of 22.2%. Even with the added six sections taught by Professor Lindley, the average enrollment per section only declined from 57.8 students to 55.6. The addition of Professor Lindley is a definite plus in attracting students to Ohio University, but both objectives suffer from large class-sizes.

UPAC evaluation regarding degree to which proposal objectives were met:

Description of the Revised Procedures for Preparing Proposals and of the Current Status of the Planning Process

OHIO UNIVERSITY

INTER-OFFICE COMMUNICATION

DATE November 15, 1978

TO Program Planning Officers

FROM James L. Bruning, Vice Provost for Planning & Program Development

SUBJECT The enclosed planning information

Enclosed are copies of the revised instructions, evaluation criteria and planning forms for Pool I, Pool II and Extraordinary Inflation proposals. The minor changes were suggested at the October 12 meetings held in my office between UPAC Task Force members and yourselves.

I have also enclosed five copies of the planning form. If you need additional forms, please contact Joyice Childs.

Form P-38

Distributed 11-15-78

Format for Pool I, Pool II or Extraordinary Inflation Proposals

1. Brief statement of major program objectives and the relation of proposal to those objectives. Refer to Goals and Objectives of your planning unit (2 to 3 sentences).
2. Brief description of the need or proposed activity and an estimate of the costs (4 to 6 sentences).
3. Description of how the proposal has been integrated into the long range plans of the unit and the extent to which the unit is willing to commit, if possible, its own resources to support the activity/project (4 to 6 sentences).
4. Benefits or improvements expected to accrue to the program/unit/University if the proposal is funded (2 to 3 sentences).
5. How benefits can be evaluated - a statement of the qualitative or quantitative measure which will be used to evaluate the degree to which the expected benefits were obtained (2 to 3 sentences).
6. If two or more proposals are submitted by a unit, the proposals must be presented in rank order. It is expected that approximately 30% of the total funds will be available for Pool I, 60% for Pool II and 10% for Extraordinary Inflation. Planning units are expected to indicate whether the primary focus of a particular proposal is for Pool I, Pool II or Extraordinary Inflation. The total amount requested by each planning unit cannot exceed 3% of its budget base.
7. In addition to submission of Pool I, Pool II and Extraordinary Inflation proposals, units are also encouraged to submit a brief outline of significant program changes which are planned through use of existing resources.

Criteria for Evaluation of Pool I and Extraordinary Inflation Proposals

1. For Pool I and Extraordinary Inflation proposals, there must be a clear demonstration that efforts have been made to solve the problem and that solution is beyond the financial capability of the units. Proposals which include commitments for partial solution through re-allocation of existing resources are encouraged.
2. It must be demonstrated that funding of the proposal will result in long range positive benefits to Ohio University.
3. There must be a clear demonstration that funding of the proposal will achieve at least one of the following:
   - A. Maintenance of Ohio University's ability to recruit or retain high quality graduate and undergraduate students.
   - B. Maintenance of the quality of scholarship, education and/or life at Ohio University.
   - C. Maintenance of income, or reduction of costs at Ohio University.

(11- 9-78 jc)

Distributed 11-15-78

Criteria for Evaluation of Pool II Proposals

All proposals are expected to demonstrate that, if funded, they would meet at least one of the following three criteria:

1. Improve Ohio University's ability to recruit and/or retain high quality graduate and undergraduate students.
2. Increase the quality of scholarship, education and/or life at Ohio University.
3. Increase income or reduce costs at the University.

To the extent possible, proposals should also:

1. Demonstrate the long range positive effects which will result. e.g. How will the funding of a particular proposal continue to benefit Ohio University 3 to 5 years from now.
2. Demonstrate how existing resources will be better utilized or put to new uses. Proposals should also include, where possible, plans for re-direction of the human resources of the University. e.g. Faculty and staff development by assignment to permit individuals preparation time to teach other courses or work in other areas.
3. Include a discussion of the degree to which resources within the unit will be used to supplement the funds requested. Proposals which include commitments for reallocation of existing resources are encouraged.
4. Demonstrate, to the extent possible, how increased cooperation among departments and/or the various planning units will result if the proposal is funded.

(11- 9-78 jc)

Distributed 11-15-78

Page____
(Number consecutively)

1978-80 Planning Form
for
Pool I, Pool II & Extraordinary Inflation Requests

Program Planning Unit: ____________________

Planning Officer: ____________________

Amount requested this proposal: $__________ Cumulative total of requests: $__________

Priority ranking: ____ of ____ 3% of base budget: $__________

Application made for: ____ Pool I Time period: ____ 1979-80 only

____ Pool II ____ Continuing

____ Extraordinary Inflation

Proposal

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Current Status of the Planning Process

I. Environmental Statements (Completed - February 1977) - These consist of five research reports which describe the major environmental factors influencing Ohio University during the next decade. Areas discussed are:

   A. Major educational trends
   B. Characteristics of students in higher education for the next decade
   C. Financing of higher education
   D. Employment opportunities for college graduates
   E. Recommendations for higher education

II. The Educational Plan (Completed - October 1977) - The Educational Plan as reflected in "A", "B", and "C" below serves as the general guide to the planning activity of the University.

   A. Mission Statement - affirms the general roles and missions of the University.
   B. Goals Statement -- the goals are grouped into nine perspectives of the University.

      1. Liberal and Fine Arts
      2. Graduate and Professional Education
      3. Science and Technology
      4. Health & Human Services
      5. Lifelong Learning and Regional Higher Education
      6. Residence Life and Services
      7. Academic Support
      8. General Administration
      9. Student Services

   C. President's Address - President Ping's 1977 Convocation address consolidates the goal statements into the following six commitments:

      1. To the idea of a University and to being a residential college community.
      2. To quality and to the making of judgements.
      3. To intellectual community; to the interaction and integration of knowledge.
      4. To international community; to education for interdependence.
      5. To lifelong learning; to the creation of a broad community of learners.
      6. To educational justice; to being a just and socially responsible community.

III. Supporting Plans - These are areas which require (or may require) special study in order to provide adequate guidance to on-going program planning. One example is the residence hall plan for State purchase of dormitories.

IV. Program Planning Process as originally conceived:

A. Planning unit and program based
B. Comprehensive and University wide
C. Coordinated through the Provost's Office
D. Involves a broad-based advisory body (UPAC) in major decisions
E. Encourages commitments to priorities by units
F. Goals and objectives of the 20 planning units are to achieve this commitment to priorities (Goals and objectives completed - November 1978)

V. Weaknesses in the Process

A. Parameters and guidelines to direct the planning process have not been established clearly.
B. The goals and objectives developed by the 20 units for 1978-81 tended to:

1. Be short term rather than long term.
2. Not focused or based on clear priority decisions within the unit.
3. Be fund requests from sub-units rather than reflections or priorities determined in relation to the entire unit, or, the University as a whole.

C. Units received little feedback regarding the appropriateness of either goals and objectives, or, proposed requests.

VI. Summary of Planning Process as Implemented During 1978-79

A. The planning process during 1978-79 (for 1979-80) has been implemented as follows:

1. Units will be offered the opportunity to update their 1978-81 goals and objectives.
2. Proposals from planning units for Pool I, Pool II and Extraordinary Inflation funds will be received during January 1979. The procedures for preparation and evaluation were outlined at the meetings held between the Vice Provost for Planning, Task Force members and Unit Planning Officers. (Meetings held October 12, 1978)
3. During February, UPAC will evaluate proposals in relation to the criteria distributed. Evaluations of current-year Pool I and Pool II expenditures will take place in May.

B. Improvements in the planning process are being developed. These changes are designed to respond to the weaknesses which became apparent during the first full cycle of planning (see V above).

VII. Background - At the end of the first planning cycle, one of the major needs identified was for clearer statements of goals and objectives by the planning units, and particularly, for priority descriptions which identify those areas where resource and staff allocations will most benefit the University. Exploration of various staff planning approaches was undertaken at a planning retreat held in October. At that meeting, there was general support for development of a staffing plan which considers both enrollment demands and program needs.

The process described below is designed to include both quantitative and qualitative variables as these will influence our planning for the 1980's. It attempts to build not only on the consensus of the planning retreat but also incorporates suggestions made in response to earlier drafts of a staffing plan proposal.

VIII. Impact of Enrollment Forecasts - One of the major problems facing all institutions in the State of Ohio during the 1980's will result from a severe decline in the number of high school graduates. For Ohio University to avoid a significant enrollment decline during the next six years there will have to be an increase in the rate of college attendance among these graduates coupled with aggressive recruiting on our part. While there is general agreement that the possibility of decline in both enrollment and revenue is real, there is agreement also that special attention must be given to those types of programs and activities which can offset these trends. Program evaluation and selective enrichment are the keys to our success. To achieve these ends, it is imperative that the University adopt a process of identification of those programs and activities which do or can play a critical role in the effectiveness of the University.

IX. General Principles

A. Analysis is needed of those programs, activities and services which are most likely to contribute to the long term benefit of the University. This process must consider the enrollment generating possibilities of particular areas of study. It must also incorporate a qualitative analysis of scholarship and public service as these contribute to the academic viability of the institution. Areas of unusual and distinct quality must be identified.

In the support areas of the institution, attention must be given to those services and programs which most directly influence the quality of student life and the educational and scholarly milieu of the University. Attention must be given to those functions that contribute most significantly to the attraction of new students and the success of those who have already enrolled.

B. Analysis is needed to determine whether sufficient monies are being allocated within budget units for the purchase of equipment and supplies. During the period of decline which occurred between 1972 and 1976, most units reduced these funds substantially as a way of solving their budget deficits. Such reductions, coupled with inflation, have left many units with no funds for replacement of outdated equipment.

C. From these analyses, a unit-by-unit set of program objectives and staffing priorities must be developed to guide units in their planning activities and their regular resource allocations. These objectives and priorities must be sufficiently precise to provide the basis for decision-making and sufficiently long-range to allow lead time for implementation. At the same time, the need for flexibility and change must be included. Regular review, modification and refinement must be made an integral aspect of the process.

X. Implementation - Stage I: Development of Preliminary Statements of Program Objectives and Staffing Plans.

A. This stage will be coordinated by the Provost's Office, but the critical analyses will rest with the planning units. Each planning unit will be provided data describing current enrollment and staffing levels as well as data which project for 1985 the varying impact on each unit of a University-wide six to eight percent decline. (Note: it is not expected that the projections for each unit will necessarily show a decline.) Projections for academic units will incorporate data routinely used for enrollment projections together with Ohio Board of Regents models for staffing levels. Support units will be provided projection information using data from the Ohio Board of Regents as well as data developed by Ohio University's Office of Analytical Research.

B. Following receipt of its projection information, each planning unit will begin analysis of its programs, activities or services to identify those which hold most promise for increasing enrollment or retention of quality students, and, are of greatest importance to the educational and scholarly mission of the institution. Heads of support units will also form an evaluation of those activities and services which contribute most importantly to the life of the institution. As part of this analysis, units will also be expected to develop strategies for increasing funds available for purchase of supplies and equipment. Periodic meetings will be scheduled between the heads of the Planning Units, and the Vice Provost for Planning and the UPAC Task Force members to discuss issues and problems encountered in the process of analysis, discuss the priorities established by the Unit, exchange information regarding educational trends and societal demands and discuss tentative conclusions drawn as a result of the analyses.

C. After these discussions with the Vice Provost and the Task Force members, each planning unit will begin preparation of a statement of program objectives together with a staffing plan which will serve as a best estimate of program directions and emphases during the next six years (1985). For this initial phase of planning, each unit will assume changes in its staffing level as projected from data provided by the Provost's Office. Units wishing to submit supplemental staffing plans which include more personnel than projected must support their plans with clear commitments to additional enrollment growth or convincing documentation that maintenance of a critical activity or outstanding program contributes significantly to the overall viability of the University.

D. The unit statements of goals and priorities, together with a general staffing plan, will then be submitted to the Vice Provost for Planning. A formal critique and evaluation of the statements will be undertaken by the UPAC. Following their review and recommendations, a final report will be prepared by the Vice Provost for Planning which will incorporate the critiques and evaluations by UPAC, and summarize their recommendations regarding program thrusts and staffing levels of the institution for the next six year period (1985). (Target date for completion of Stage I - June 1979)

XI. Implementation - Stage II: Discussions with the Provost

Upon receipt of the summary report and the individual unit goals, objectives and staffing plans, the Provost will meet with each planning unit head to discuss in greater detail the application of the goals, priorities and staffing plans to the planning process within his/her unit. Adjustments to the initial staffing projections will be considered. Special attention will be given to those activities and programmatic thrusts proposed in the supplemental staffing plans which appear to have a high probability of countering projected declines in enrollment, or, which are vital to the well-being of the institution.

The final outcome of these meetings will be a mutual understanding between the Provost and the unit head regarding program directions, emphases and staffing changes through 1985. Necessary adjustments will be made in each unit's statement of goals, objectives and staffing plan so that it can accurately serve as the basis for planning activity and resource allocation decisions. (Target date for completion of Stage II - October 1979)

XII. Implementation - Stage III - Utilization of Planning Documents

The statements on program objectives together with the adjusted staffing plan will be used by the planning units and the Provost to guide planning and resource decisions. It is expected that all additional planning undertaken within a unit, development of budgets, and, allocations or reallocation of unit resources will follow the unit planning document. Unit heads will be expected to justify the need for administrative, faculty and staff replacements. The Provost's Office will institute a regular review system where all vacancies are evaluated to insure maximum utilization of University personnel before positions are posted or searches authorized.

XIII. Implementation - Stage IV - Review and Revision Schedule

It is expected that this process will be an ongoing one so that regular updating of plans can occur. Due to the time commitments which such a process requires, the updating of goals, objectives and staffing plans will take place on a biennial rather than annual basis. Thus, the next University-wide update and review of goals, objectives and staffing plans will occur during 1980-81 with 1987 as the date used for projection purposes. To insure that the University community is kept informed, regular reports pertaining to the planning process will be made by the Provost.

Appendix 2

Kent State University: Supplementary Materials

Task-Force Meeting Dates and Agenda 173
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TASK-FORCE MEETING DATES AND AGENDA

NOVEMBER 22, 1978

A. Organizational Duties

B. Project Overview

C. Role of the Task Force

DECEMBER 1, 1978

A. Defining a catalog of management and information tools.

B. Report Review

1. Opening Fall Enrollment Report
2. Credit Hour Enrollment By Course Subsidy Type
3. Credit Hour Enrollment Course Service Matrix
4. Income Generation Model
5. Subsidy Ghosting Report
6. Instructor Profile
7. Budget Planning Form
8. HEGIS Degree Analysis Report
9. Residence & Migration Report
10. Student Age Matrix

DECEMBER 8, 1978

A. Report Review

1. Major Code Statistics
2. Registration Statistics
3. Department Major Ethnic Report

DECEMBER 8, 1979 (CONTINUED)

4. Summary Report of FTE
5. Academic Period Enrollment Report
6. Pass-Fail Analysis - Detail
7. Pass-Fail Analysis - Matrix
8. Cumulative Grade Point Averages
9. Frequency Distribution of Hours Toward Degree
10. Frequency Distribution of Credit Hours
11. Frequency Distribution of Course Enrollments
12. Attrition Study Student Profile

DECEMBER 15, 1978

A. Report Review

   1. Enrollment Analysis - Entire Student Enrollment - Main Campus
   2. County and State Statistics - Entire Student Enrollment - Main Campus
   3. 15th Day Enrollment Statistics - Entire Student Enrollment - Main Campus
   4. Frequency Distribution of Credit Hours - Entire Student Enrollment - Main Campus
   5. Frequency Distribution of Course Enrollments - Entire Student Enrollment - Main Campus
   6. Analysis of Course Enrollment by Academic Department - Entire Student Enrollment - Main Campus
   7. Analysis of Approved Admissions - Main Campus

JANUARY 19, 1979

A. Report Review: The Uniform Information System.

  I. Basic Data Series

    1. Table of Contents
    2. Average Weekly Clock Hours Spent on Various Assignments
    3. Faculty Load Analysis

  II. Student Inventory Data

    1. Table of Contents
    2. Student Count by Major Field of Study and Rank (Includes a Breakout of OBR Program Headings by Major Field of Study)
    3. Student Count-Enrollment Load by Major Field of Study
    4. Student Count-Day and Evening Enrollment by Major Field of Study
    5. FTE Enrollment by Program and Rank
    6. FTE Enrollment by Program and Level
    7. Degrees Awarded

JANUARY 26, 1979

A. Resource Analysis Model - Part I

  1. Conceptional Overview
  2. Data Collection
  3. Expenditure Allocations

FEBRUARY 2, 1979

A. Resource Analysis Model - Part II

  1. Expenditures and Resource Requirements
  2. Unit Cost Trends
  3. Unrestricted I & G Expenditures

FEBRUARY 2, 1979 (CONTINUED)

    4. 1977-78 Budgeted Expenditures by Program Level
    5. Grouping of Programs by Expenditure Model

FEBRUARY 16, 1978

A. Report Review
    1. Definitions of Subsidy Categories for Course Level Assignments
    2. Inventory of Custom Reports
    3. I/C Ratios
    4. Input/Output Matrix
    5. Enrollment/Staffing Report
    6. Section Size Study
    7. Survey of 1977 KSU Graduates

FEBRUARY 23, 1979

A. Reexamination of definitions for data inventory and catalog
B. Reevaluation of items selected for workshop sessions
C. Agenda for workshops

JUNE 12, 1979

A. Evaluation and Recommendations on Workshop Suggestions
    1. Program level enrollment data.
    2. Prospective student and transfer students demographic and "background" data by major.
    3. New faculty activity measures and load policy.
    4. Grade distribution by course level, university-wide and at department level.
    5. Measures of grant activity and impact on I/C ratios.
    6. Supplementary written guidelines for QISR.

7. Course service matrix by course.

8. Alumni names and addresses by department.

9. Demographic and background data by major for drop-outs.

B. Written Evaluation of the Task Force

Definitions of the Nine Descriptors

1. Name: Title of Report

2. Index Number: Report reference number (Computer Center or Resource Analysis & Planning Code)

3. Type: Functional Categories:
    - Staffing (STAF)
    - Enrollment (ENRL)
    - Financial (FIN)
    - Space (SPA)
    - Productivity (PROD)
    - Special Intramural (SPIN)
    - Special Extramural (SPEX)

    Because there is often an overlap of functional categories, this column will show the primary functional category with secondary functional category(ies) in parentheses.

4. Period/Run: Academic period covered by report (e.g. quarter, academic year, etc.) and month of release.

5. Authorized Distribution: Lowest level to which report is normally released.

President and Academic Vice President	(A)
Deans	(B)
Chairpersons and Directors	(C)
General	(D)

6. Routing: Office through which request for copies must be made.

Vice President for Academic Affairs	(A)
Deans	(B)
Chairpersons	(C)
Resource Analysis & Planning	(D)
Automatic Distribution (Direct)	(E)

7. Format and Size: Page size and number of pages per report. Page size will almost always be one of two types: a) 8 1/2 x 11 typed, b) standard machine reports. Number of pages will vary with report and user; a range will be specified.

8. Starting Year: First year for which report is available in a consistent format.

9. Description: Brief description of layout and content.

INVENTORY OF INSTITUTIONAL REPORTS

ENROLLMENT

- Summer SCH Trends, 1973-79
- Fall SCH Trends, 1973-78
- Average SCH Loads
- Enrollment by County
- Out-of-State Enrollment
- Student Age Survey
- Headcount Enrollment by Major and Sex
- Academic Attrition Patterns in FTE
- Subsidy FTE Enrollment
- Enrollment Trends and Projections, 1972-1981
- 1979-81 Biennial Projections
- Enrollment Forecast
- Main Campus Enrollment Forecasts, OBOR Projections
- Review of Subsidy FTE Projections and Actual
- Enrollment Projection History
- Enrollment Trends and Projections
- Collegial Enrollment Trends
- Opening Fall Enrollment Report
- Credit Hour Enrollment by Course Subsidy Type
- Credit Hour Enrollment Course Service Matrix
- Subsidy Ghosting Report
- Residence & Migration Report
- Major Code Statistics
- Registration Statistics
- Department Major Ethnic Report
- Section Size Study
- Summary Report of FTE
- Academic Period Enrollment Report
- Frequency Distribution of Credit Hours
- Frequency Distribution of Course Enrollments
- Attrition Study Student Profile
- Enrollment Analysis - Entire Student Enrollment - Main Campus
- 15th Day Enrollment Statistics - Entire Student Enrollment - Main Campus
- Frequency Distribution of Credit Hours - Entire Student Enrollment - Main Campus
- Frequency Distribution of Course Enrollments - Entire Student Enrollment - Main Campus
- Analysis of Course Enrollment by Academic Department - Entire Student Enrollment - Main Campus
- Analysis of Approved Admissions - Main Campus

STAFFING

- Full-time Faculty by Rank/Sex
- Faculty by Rank/Sex/Department
- Tenure Status by College/Department, Full-time Faculty
- Tenure Status by Rank/Sex, Full-time Faculty
- Highest Degree Earned
- Minority Faculty by Rank/Sex
- Overview: Faculty/Staff Trends
- Full-time Employees/Students
- Survey of Civil Service Employees, Academic Areas
- Salary Summary
- Average Salary Compensation, KSU vs. Selected Schools
- Faculty Salary, Tenure Characteristics
- Salary/Compensation Analysis
- Comparision of Compensation, Plan Data
- Average Faculty Salaries, Actual vs. CPI Adjusted
- Faculty Data
- Faculty Salaries, Graphical Representation
- Overview of Female Faculty Salaries
- Assistantship and Fellowship Stipends, Catalogue Survey
- Survey of Elder Faculty and Administration
- Faculty Salary Study
- Workload Patterns by College
- Faculty Workloads
- Faculty Work Patterns

PRODUCTIVITY

- Input/Output Matrix
- Income/Cost Trends and Instructional Productivity
- Departmental Statistics
- Study of Average Section Size
- Student/Faculty Ratios
- Impact of Fall Enrollments on Plan Data
- Increased Productivity of Faculty and Administration
- Faculty Deployment
- I/C Ratios
- Enrollment/Staffing Report
- Instructor Profile

SPECIAL INTRAMURAL

Criminal Justice Studies, Subsidy Level Reclassification
Master's Program in Criminal Justice Studies
Survey of 1977 KSU Graduates
Pass-Fail Analysis - Detail
Pass-Fail Analysis - Matrix
Cumulative Grade Point Averages
Frequency Distribution of Hours Toward Degree

SPECIAL EXTRAMURAL

Data Comparison Project
Average Weekly Clock Hours Spent on Various Assignments
Faculty Load Analysis
Student Count by Major Field of Study and Rank
Student Count-Enrollment Load by Major Field of Study
FTE Enrollment by Program and Rank
FTE Enrollment by Program and Level
Degrees Awarded

FINANCIAL

Subsidy Income Analysis
Income Generation Model
Budget Planning Form

Questionnaires Administered to Workshop Participants

Dean___ Chairperson___ Other___

Number of years in above category:___

WORKSHOPS EVALUATION

We would appreciate your candid reaction to the sessions. Specifically, we want to know whether the presentation of each of the items below was clear and whether you perceive each item as useful to you in your role as chairperson or dean. Consequently, please rate each of the items below on both the "clarity" and "usefulness" scale. Also, circle the number corresponding to any item which you had not seen prior to the sessions.

	CLARITY				USEFULNESS			
	VERY CLEAR	CLEAR	NOT VERY CLEAR	UNCLEAR	VERY USEFUL	USEFUL	NOT VERY USEFUL	USELESS
SESSION ONE								
1. OBR UNIFORM INFORMATION SYSTEM (STATEWIDE COMPARATIVE DATA)	4	3	2	1	4	3	2	1
2. OBR RESOURCE ANALYSIS MODEL	4	3	2	1	4	3	2	1
SESSION TWO								
1. COURSE SUBSIDY LEVEL REGULATIONS	4	3	2	1	4	3	2	1
2. BUDGET PLANNING FORM	4	3	2	1	4	3	2	1
3. INCOME GENERATION MODEL	4	3	2	1	4	3	2	1
4. INSTRUCTOR PROFILE	4	3	2	1	4	3	2	1
5. ENROLLMENT/STAFFING TRENDS	4	3	2	1	4	3	2	1
6. INCOME COST RATIOS	4	3	2	1	4	3	2	1
7. INPUT/OUTPUT MATRIX	4	3	2	1	4	3	2	1
SESSION THREE								
1. CREDIT HOUR ENROLLMENT COURSE SERVICE MATRIX (SUBSIDY CATEGORIES)	4	3	2	1	4	3	2	1
2. CREDIT HOUR ENROLLMENT COURSE SERVICE MATRIX (COURSE LEVELS)	4	3	2	1	4	3	2	1
3. GRADE DISTRIBUTION REPORT	4	3	2	1	4	3	2	1
4. SECTION SIZE STUDY	4	3	2	1	4	3	2	1
5. PROFILE OF EMPLOYMENT OF GRADUATES	4	3	2	1	4	3	2	1
6. PROFILE OF DEPARTMENT EVALUATIONS BY GRADUATES	4	3	2	1	4	3	2	1

What did you like best about the sessions?______________________________

What did you like least about the sessions?______________________________

What type of data or reports not presented in any session to date would you like to see? Be as specific or general as you like in expressing your needs.________

Additional Comments:____

WORKSHOP EVALUATION SUMMARY

The Workshop Evaluation questionnaires were distributed at the end of the third session to assess the clarity of the explanation of each report, the usefulness of each report, and to gather some general positive and negative impressions of the three sessions. Also requested were suggestions on data or reports not presented in the three sessions for which a need existed.

The attached summary sheet for the clarity dimension needs little elaboration beyond an explanation of its layout. It denotes for each report in the package, the mean score on a four point scale from a value of "1" for unclear to "4" for very clear. All items averaged scores between "3" and "4" with a rather tight distribution. None of the 15 items was scored "unclear" by any of the respondents and all but three had fewer than three responses of "not very clear." Items #13 and #14-15 had three and four responses of "not very clear" respectively; this out of an average n of 32.

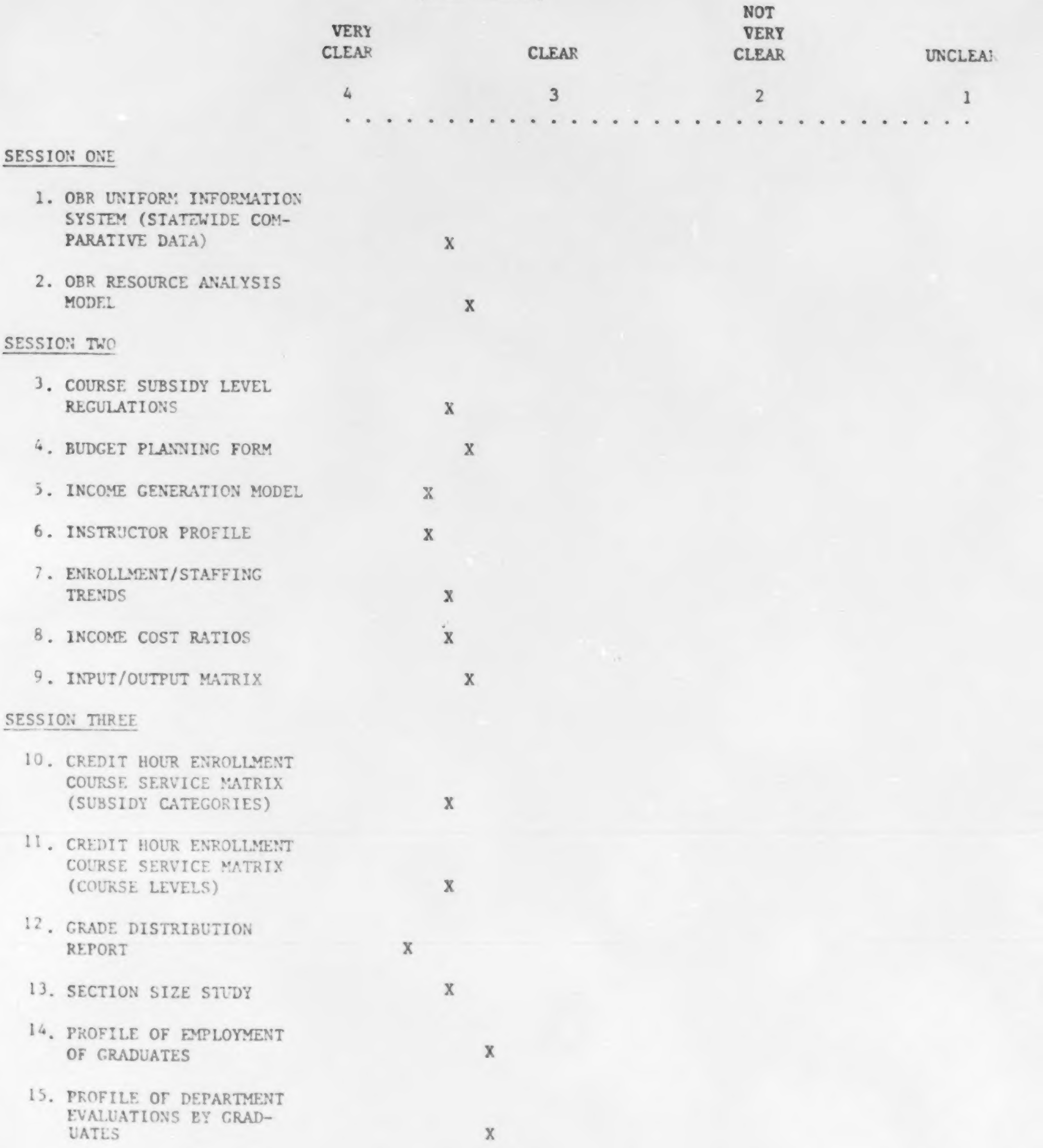
The summary sheet for the usefulness dimension utilizes the same format with a scale ranging from "1" for useless to "4" for very useful. Mean scores also range between "useful" and "very useful" for all items through the distribution is somewhat broader and rather more people expressed dissatisfaction with certain items. Seven items (#1, 2, 3, 4, 5, 7, 8) had three or less responses of "not very useful" or "useless" but seven items (# 6, 10, 11, 12, 13, 14, 15) had five or more such responses. Some relatively low scores are to be expected for at least two of the items (#14-15) since they are surveys and their usefulness is directly related to the size of the respondent pool. For some small departments, numbers were too low to allow generalizability with any confidence.

It should be noted that four participants accounted for approximately 50% of the unfavorable scores. Not much can be said about these chairpersons beyond the fact that all are relatively experienced, having served at least five years in this capacity. This is an instance where the requisite anonymity is very unfortunate; these administrators should be encouraged to engage in further dialogue concerning their criticism of these reports.

Workshop Evaluation Summary

CLARITY

(Mean Scores)



Workshop Evaluation Summary

USEFULNESS

(Mean Scores)

	VERY USEFUL 4						USEFUL 3	NOT VERY USEFUL 2	USELESS 1
SESSION ONE									
1. OBR UNIFORM INFORMATION SYSTEM (STATEWIDE COMPARATIVE DATA)				X					
2. OBR RESOURCE ANALYSIS MODEL					X				
SESSION TWO									
3. COURSE SUBSIDY LEVEL REGULATIONS			X						
4. BUDGET PLANNING FORM				X					
5. INCOME GENERATION MODEL		X							
6. INSTRUCTOR PROFILE				X					
7. ENROLLMENT/STAFFING TRENDS			X						
8. INCOME COST RATIOS			X						
9. INPUT/OUTPUT MATRIX					X				
SESSION THREE									
10. CREDIT HOUR ENROLLMENT COURSE SERVICE MATRIX (SUBSIDY CATEGORIES)						X			
11. CREDIT HOUR ENROLLMENT COURSE SERVICE MATRIX (COURSE LEVELS)						X			
12. GRADE DISTRIBUTION REPORT					X				
13. SECTION SIZE STUDY						X			
14. PROFILE OF EMPLOYMENT OF GRADUATES						X			
15. PROFILE OF DEPARTMENT EVALUATIONS BY GRADUATES					X				

FUTURE WORKSHOPS

The three workshops recently completed focused on understanding and utilizing institutional data. Continuance of this project suggests that the scope be broadened to include other topics of interest to chairpersons and deans and to make use of other university resources. Listed below are ten such topics which might provide the subject matter for future workshops. Please indicate your level of interest in each topic by circling the appropriate number on a scale from "5" for very high interest to "1" for no interest. In as much as the list below is not exhaustive, we have provided several spaces for items you may wish to add.

		VERY HIGH INTEREST				NO INTEREST
1.	Assessment of Faculty Performance	5	4	3	2	1
2.	Planning Policies and Procedures	5	4	3	2	1
3.	Departmental Goal Setting with Faculty	5	4	3	2	1
4.	Effective Leadership of Meetings	5	4	3	2	1
5.	Budgeting Processes	5	4	3	2	1
6.	Recruitment of New Students	5	4	3	2	1
7.	Academic and Vocational Counseling	5	4	3	2	1
8.	Process for Conflict Resolution	5	4	3	2	1
9.	Program Development and Evaluation	5	4	3	2	1
10.	Improvement of Instruction	5	4	3	2	1
11.	______________________________	5	4	3	2	1
12.	______________________________	5	4	3	2	1
13.	______________________________	5	4	3	2	1
14.	______________________________	5	4	3	2	1
15.	______________________________	5	4	3	2	1
16.	______________________________	5	4	3	2	1

FUTURE WORKSHOPS

One concern surfacing in informal discussions with task force members and after the workshops was the desirability of broadening the scope of this project to include non-data oriented management development issues.

In order to measure interest in such a project, a single page was added to the workshop evaluation form listing the possible topics and a five point scale from "1" or "no interest" to "5" or "very high interest."

As the following summary shows, six of the ten possible topics registered enough interest to warrant further consideration. Our intentions, still preliminary at this time, are to organize programs utilizing outside experts in small group settings for half-day or full-day sessions.

CHAIRPERSONS EXPRESSING HIGH OR VERY HIGH INTEREST

		5 . . . . 10 . . . . 15 20
1.	Assessment of Faculty Performance	16
2.	Planning Policies and Procedures	12
3.	Departmental Goal Setting with Faculty	7
4.	Effective Leadership of Meetings	5
5.	Budgeting Processes	13
6.	Recruitment of New Students	13
7.	Academic and Vocational Counseling	2
8.	Process for Conflict Resolution	4
9.	Program Development and Evaluation	12
10.	Improvement of Instruction	16

Task-Force Evaluation Questionnaire

We are attempting currently to assess the products of the Task Force on Institutional Data and the process used to derive them. To that end, we would like to ask you a brief set of questions; your candid reaction to the following items is appreciated.

1. Do you feel that the range of data covered in the task force sessions was broad enough? If not, what was omitted? ____________________

   ____

   ____

2. Were the presentations to the task force sufficiently clear and detailed to allow informed judgment on the value of the reports? ____________

   ____

   ____

3. Was the number of sessions held for the task force adequate for the amount of material presented? ____________________

   ____

   ____

4. Was adequate opportunity granted for discussion and criticism of the material presented? ____________________

   ____

   ____

5. Do you feel the composition of the task force was representative of chairpersons and deans at large? If not, how would you alter it? ________

   ____

   ____

6. What did you like best about the task force?

7. What did you like least about the task force?

8. If you were advising a colleague about to embark on a similiar project, what criteria for inclusion or rejection of reports would you stress?

9. Did the university-wide workshops accurately reflect the concerns and expressed interests of the task force?

10. Please comment briefly on your evaluation of the workshops.

11. To what extent do you estimate the following objectives have been achieved at this time as a result of the creation of the task force and its work?

	TO A GREAT EXTENT				NOT AT ALL
A. Increased understanding by chairpersons and deans of selected reports.	5	4	3	2	1
B. Identification of a set of data of fundamental, university wide importance.	5	4	3	2	1
C. Clarification of linkages between discrete reports and between these reports and state funding levels.	5	4	3	2	1
D. Raised awareness of available reports to facilitate decision-making at the unit level.	5	4	3	2	1

12. In your opinion, will this effort improve the management of academic units?

13. Would you recommend institutional researchers at other universities undertake a project similar to this one?

14. Any other comments?

Appendix 3

Michael J. Owens Technical College: Supplementary Materials

Sample IGP Output and Histogram 201

Questionnaire Administered to Students at Spring Registration 207

Questionnaire Administered to Employers

First Page 209

Second Page (for Design Drafting Engineering Technology) 213

Second Page (for Industrial Engineering Technology) 214

Second Page (for Accounting) 215

Second Page (for Hotel, Restaurant, Institutional Management). . 216

Letters Sent to Employers

Letter of Invitation to the Breakfast Meeting 219

Cover Letter for Mail Survey 220

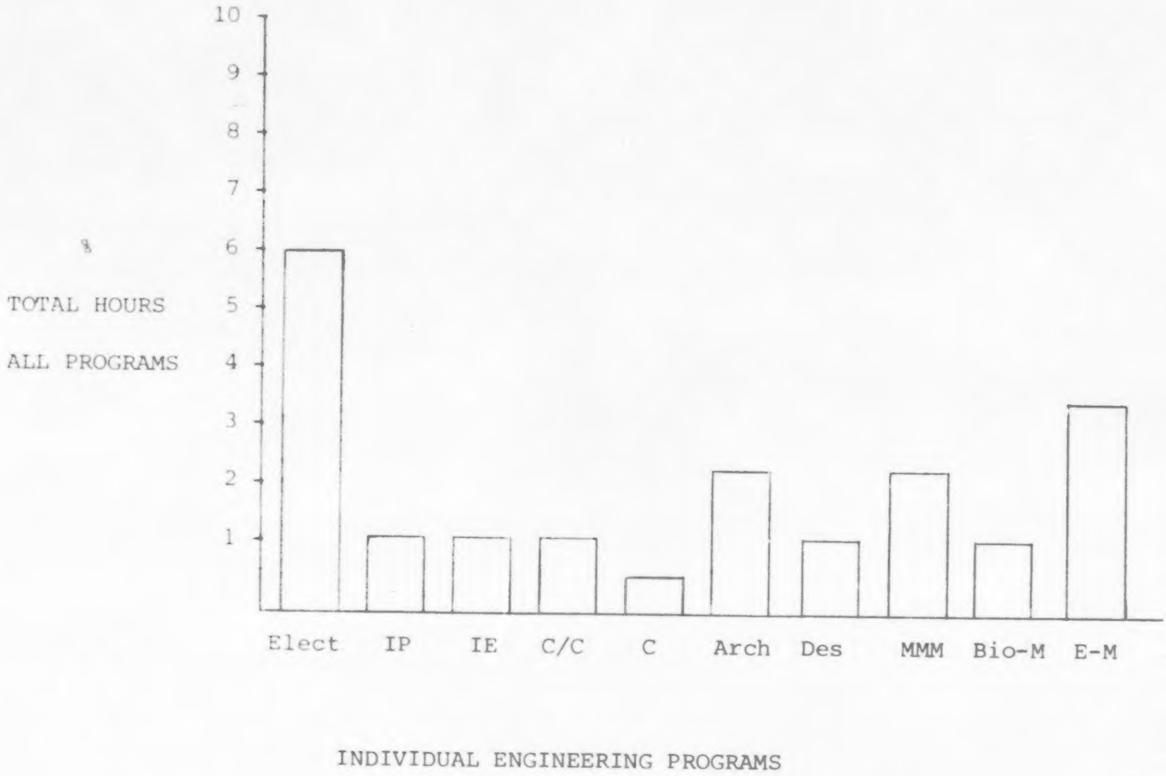
Follow-up Letter 221

Form for Indicating Future, Nonrecurring Expenditures 223

Sample IGP Output and Histogram

```
DATE RUN     RUN NAME                                                                                                                    PAGE
08/10/78     MJO                                                    PROGRAM  5002 ACCOUNTING                                               2


                                                                    % OF TOTAL STUDENT CREDIT HOURS


     DISCIPLINES
                                     10%         20%         30%         40%         50%         60%         70%         80%         90%         100%
                                      .           .           .           .           .           .           .           .           .           .
0200 COMMUNICATIONS         .*********** 848
0300 DEVELOPMENTAL          .****** 449
0400 HUMANITIES             .*** 196
0500 MATH                   .******** 594
0600 SCIENCE                .* 8
0700 BEH. SCI.              .********* 674
2000 BUSINESS               .************************************************************************ 4,978
4000 ENGINEERING            .* 46
5100 AGRI-BUSINESS          .* 4
6100 EARLY CHILDHOOD        .* 8
6300 LAW ENFORCEMENT        .* 12
6400 RECREATION             .* 11
                                      .           .           .           .           .           .           .           .           .           .
                                     10%         20%         30%         40%         50%         60%         70%         80%         90%         100%


                         --------------------------------------------------------------------------------------------------------------
                         I                                                 L E G E N D                                                I
                         --------------------------------------------------------------------------------------------------------------

                          SYMBOL DESCRIPTION                              TOTAL SCH      LOW SCH    HIGH SCH

                           *  -  ALL ACTIS                                    7,828            4       4,978
```

CREDIT HOURS CONSUMED BY STUDENTS IN
EACH ENGINEERING PROGRAM AS A FUNCTION OF THE
TOTAL NUMBER OF HOURS CONSUMED BY STUDENTS IN ALL COLLEGE PROGRAMS



Elect = Electronics

IP = Industrial Power

IE = Industrial

C/C = Civil/Construction

C = Chemical

Arch = Architectural

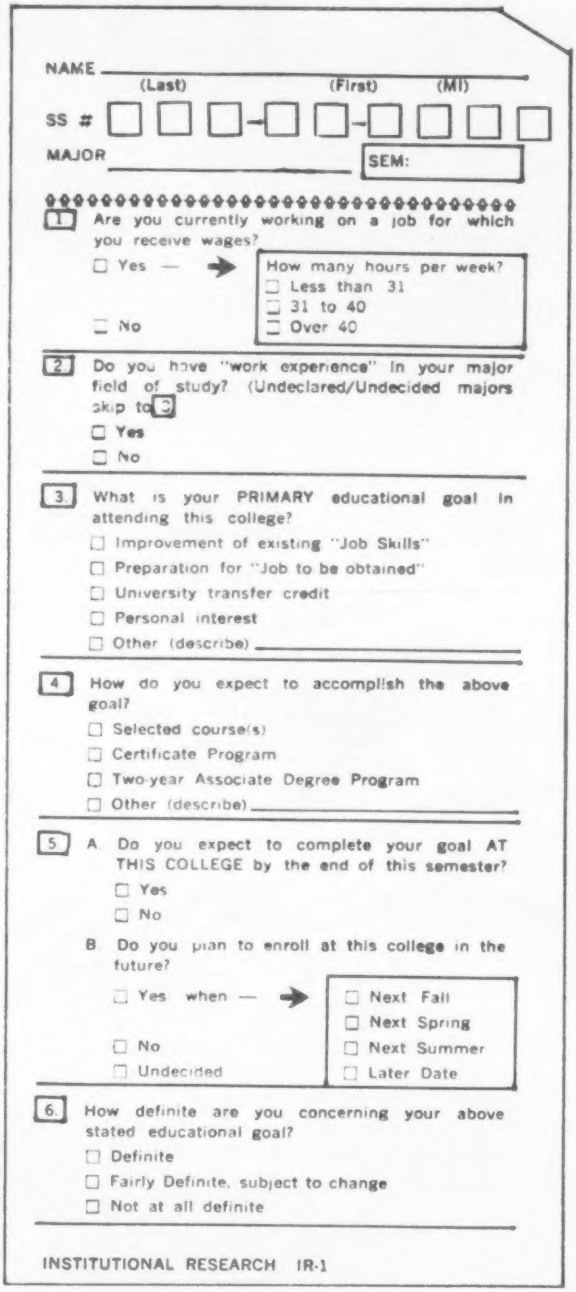
Des = Design Drafting

MMM = Mechanical Materials and Mechanisms

Bio-M = Bio-Med Equipment

E-M = Electro-Mechanical

Questionnaire Administered to Students at Spring Registration



NAME ______________________________
(Last) (First) (MI)

SS # ☐☐☐-☐☐-☐☐☐☐

MAJOR ____________________ SEM:

◆ ◆ ◆

1. Are you currently working on a job for which you receive wages?
   - ☐ Yes → How many hours per week?
     - ☐ Less than 31
     - ☐ 31 to 40
     - ☐ Over 40
   - ☐ No

2. Do you have "work experience" in your major field of study? (Undeclared/Undecided majors skip to 3)
   - ☐ Yes
   - ☐ No

3. What is your PRIMARY educational goal in attending this college?
   - ☐ Improvement of existing "Job Skills"
   - ☐ Preparation for "Job to be obtained"
   - ☐ University transfer credit
   - ☐ Personal interest
   - ☐ Other (describe) ____________

4. How do you expect to accomplish the above goal?
   - ☐ Selected course(s)
   - ☐ Certificate Program
   - ☐ Two-year Associate Degree Program
   - ☐ Other (describe) ____________

5. A. Do you expect to complete your goal AT THIS COLLEGE by the end of this semester?
   - ☐ Yes
   - ☐ No

   B. Do you plan to enroll at this college in the future?
   - ☐ Yes when →
     - ☐ Next Fall
     - ☐ Next Spring
     - ☐ Next Summer
     - ☐ Later Date
   - ☐ No
   - ☐ Undecided

6. How definite are you concerning your above stated educational goal?
   - ☐ Definite
   - ☐ Fairly Definite, subject to change
   - ☐ Not at all definite

INSTITUTIONAL RESEARCH IR-1

Questionnaire Administered to Employers

As an employer in our college district, your assessment and evaluation of Michael J. Owens Technical College is needed. The following questions address general concerns about our graduates and some concerns which are specific to different programs within the college. Your confidential response to these questions is appreciated.

1. What is the approximate number of employees in your organization?

   Full time______________ Part time______________

2. Your relationship to Owens graduates:

   __ direct supervisor
   __ indirect supervisor
   __ no close working relationship
   __ other (explain)___________________________________

3. Approximately how many Owens graduates have you supervised?______________

4. Please rate the training received by the graduate in the following personal skill areas. Please respond only to those areas you feel are appropriate.

	very poor						very good
a. accepting responsibility	1	2	3	4	5	6	7
b. punctuality	1	2	3	4	5	6	7
c. personal initiative	1	2	3	4	5	6	7
d. willingness to learn	1	2	3	4	5	6	7
e. co-worker cooperation	1	2	3	4	5	6	7
f. management cooperation	1	2	3	4	5	6	7
g. work attendance	1	2	3	4	5	6	7
h. work attitude	1	2	3	4	5	6	7
i. personal appearance	1	2	3	4	5	6	7
j. compliance with policies	1	2	3	4	5	6	7

5. Please rate the training received by the graduate in the following technical skill areas. Please respond only to those areas you feel are applicable to the occupational area.

	very poor						very good
a. mathematical skills	1	2	3	4	5	6	7
b. technical knowledge	1	2	3	4	5	6	7
c. organizational ability	1	2	3	4	5	6	7
d. communication skills	1	2	3	4	5	6	7
e. problem solving skills	1	2	3	4	5	6	7
f. work quality	1	2	3	4	5	6	7
g. work quantity	1	2	3	4	5	6	7
h. manual dexterity	1	2	3	4	5	6	7
i. meeting the public	1	2	3	4	5	6	7
j. following instructions	1	2	3	4	5	6	7
k. operation of equipment	1	2	3	4	5	6	7

6. As a result of the graduate's college training, how would you rate his or her preparation in relation to other employees without such college training?

   __ no basis for opinion
   __ graduate is better prepared
   __ both are about the same
   __ graduate is less prepared

Questionnaire for Survey of Employers: Second Pages

Second Page (for Design Drafting Engineering Technology)

The following items address specific performances related to job responsibilities. Please indicate on a scale from 1 to 7 how important it is for employees in your organization to be proficient in each skill. Next indicate how well Owens graduates you supervise have performed in each skill. If the skill is not applicable, circle 1 on the importance scale and leave the performance scale blank.

EXAMPLE: *If spelling ability was not very important to the graduate's job performance, but the graduate did moderately well in this area, the response would be:*

IMPORTANCE							PERFORMANCE						
Not at all						Extremely	Very Poor						Excellent
1	[✓ 2]	3	4	5	6	7	1	2	3	[✓ 4]	5	6	7

	IMPORTANCE							PERFORMANCE						
	Not at all						Extremely	Very Poor						Excellent
7. Knowledge of engineering graphics and its application to the solution of engineering problems.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
8. Knowledge of the fundamentals of descriptive geometry and its application in industry.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
9. Fundamental knowledge of casting and welding processes.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
10. Ability to apply techniques of kinematic analysis (displacement, velocity acceleration,etc.) to the motion of machines and mechanical devices.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
11. Ability to design tools, fixtures, and jigs for specialized functions.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
12. Workable knowledge of the principles of orthographic projection and other methods of mechanical drafting.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
13. Knowledge of the use of microfilm and blueprint equipment.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
14. Ability to use flowcharting as a problem solving technique.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
15. Ability to gather, present, and interpret data for technical presentation	1	2	3	4	5	6	7	1	2	3	4	5	6	7
16. Knowledge of basic chemistry (atomic structure, bonding, electrochemistry etc.)	1	2	3	4	5	6	7	1	2	3	4	5	6	7
17. Knowledge of occupational safety requirements and their implications.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
18. Ability to use programmable and non-programmable calculators.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
19. Knowledge of the physical and mechanical properties of metals and alloys.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
20. Knowledge of the fundamentals of stress analysis.	1	2	3	4	5	6	7	1	2	3	4	5	6	7
21. Knowledge of statics and dynamics and their application to solution of problems.	1	2	3	4	5	6	7	1	2	3	4	5	6	7

22. List additional skills you expect of employees. What suggestions do you have for improving the skills of future graduates?

23. What additional areas of training should the College provide?

Second Page (for Industrial Engineering Technology)

The following items address specific performances related to job responsibilities. Please indicate on a scale from 1 to 7 how important it is for employees in your organization to be proficient in each skill. Next indicate how well Owens graduates you supervise have performed in each skill. If the skill is not applicable, circle 1 on the importance scale and leave the performance scale blank.

EXAMPLE: *If spelling ability was not very important to the graduate's job performance, but the graduate did moderately well in this area, the response would be:*

IMPORTANCE Not at all … Extremely	PERFORMANCE Very Poor … Excellent
1 [✓ 2] 3 4 5 6 7	1 2 3 [✓ 4] 5 6 7

	IMPORTANCE Not at all … Extremely	PERFORMANCE Very Poor … Excellent
7. Knowledge of linear equations, systems of linear equations and their use in management decision making.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
8. Knowledge of American unionism--grievance procedures, collective bargaining, etc.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
9. Knowledge of job enrichment modification techniques.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
10. Knowledge of MBO (management by objective) and its applications.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
11. Knowledge of plant location variables and how the characteristics of the product determine plant location.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
12. Ability to understand man-machine capabilities and limitations for maximum efficiency planning.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
13. Knowledge of proper lighting, heating, and air conditioning systems.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
14. Ability to develop building cost estimates from blueprints and relevant cost data.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
15. Knowledge of network and pert diagramming.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
16. Knowledge of sampling procedures for production planning research.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
17. Knowledge of the responsibilities of the departments of an industrial organization and how they interrelate.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
18. Ability to conduct an accurate cost analysis of a given manufactured product.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
19. Knowledge of motion study fundamentals in computing job standards.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
20. Knowledge of production and inventory control and the techniques used to meet the respective responsibilities.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
21. Knowledge of statistics to determine how often, how many, and where to inspect and calculate the cost of quality control.	1 2 3 4 5 6 7	1 2 3 4 5 6 7

21. List additional skills you expect of employees. What suggestions do you have for improving the skills of future graduates?

22. What additional areas of training should the College provide?

The following items address specific performances related to job responsibilities. Please indicate on a scale from 1 to 7 how important it is for employees in your organization to be proficient in each skill. Next indicate how well Owens graduates you supervise have performed in each skill.

EXAMPLE: If spelling ability was not very important to the graduate's job performance, but the graduate did moderately well in this area, the response would be:

IMPORTANCE	PERFORMANCE
Not at all … Extremely	Very Poor … Excellent
1 [✓ 2] 3 4 5 6 7	1 2 3 [✓ 4] 5 6 7

	IMPORTANCE Not at all … Extremely	PERFORMANCE Very Poor … Excellent
7. Knowledge of how to conduct a financial audit.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
8. Ability to conduct an operational audit.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
9. Knowledge of how to conduct an electronic data processing audit.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
10. Knowledge of corporate income tax preparation.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
11. Knowledge of partnership income tax preparation.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
12. Knowledge of the implications of employer insurance programs for management.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
13. Knowledge of corporate accounting procedures.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
14. Knowledge of partnership accounting procedures.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
15. Knowledge of financial statement analysis.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
16. Knowledge of pension plan accounting procedures.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
17. Knowledge of lease accounting procedures.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
18. Knowledge of inventory procedures.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
19. Knowledge of cost accounting procedures.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
20. Knowledge of operations research skills.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
21. Knowledge of cost/volume/profit relationships.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
22. Knowledge of accounting in credit transactions (accounts payable/receivable).	1 2 3 4 5 6 7	1 2 3 4 5 6 7

23. List additional skills you expect of employees. What suggestions do you have for improving the skills of future graduates?

24. What additional areas of training should the College provide?

Second Page (for Accounting)

The following items address specific performances related to job responsibilities. Please indicate on a scale from 1 to 7 how important it is for employees in your organization to be proficient in each skill. Next indicate how well Owens graduates you supervise have performed in each skill.

EXAMPLE: If spelling ability was not very important to the graduate's job performance, but the graduate did moderately well in this area, the response would be:

IMPORTANCE Not at all — Extremely	PERFORMANCE Very Poor — Excellent
1 [✓ 2] 3 4 5 6 7	1 2 3 [✓ 4] 5 6 7

	IMPORTANCE Not at all — Extremely	PERFORMANCE Very Poor — Excellent
7. Ability to understand the problems of management.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
8. Ability to supervise service personnel.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
9. Ability to train service personnel.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
10. Knowledge of bar service.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
11. Knowledge of table service.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
12. Knowledge of proper dining etiquette and table preparation.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
13. Knowledge of the business aspects of the operation of a front office.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
14. Knowledge of factors that can influence the tourist industry.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
15. Knowledge of nutrition.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
16. Knowledge of meal planning techniques.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
17. Knowledge of food preparation techniques.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
18. Knowledge of the factors affecting food and beverage costs.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
19. Knowledge of sanitation standards in food service operations.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
20. Ability to "balance" a menu for variety and cost.	1 2 3 4 5 6 7	1 2 3 4 5 6 7
21. Knowledge of safety standards in food service operations.	1 2 3 4 5 6 7	1 2 3 4 5 6 7

22. List additional skills you expect of employees. What suggestions do you have for improving the skills of future graduates?

23. What additional areas of training should the College provide?

Second Page (for Hotel, Restaurant, Institutional Management)

Letters Sent to Employers

THE MICHAEL J.
owens
technical college
CALLER NO. 10,000 • OREGON ROAD, TOLEDO, OHIO 43699 • 419-666-0580

Dear __________:

Owens Technical College, in its commitment to serve the needs of area business and industry, is reviewing its academic courses to assure that our graduates are adequately prepared to assume their place in the world of work. We believe one effective avenue to assess the effectiveness of this commitment is to obtain feedback from employers who supervise our graduates on the job.

From a recent discussion with you or a member of your staff, we have determined that you are now having, or have had experience working with one or more graduates of our program. For this reason, we feel that you could give us important information about the quality of our graduates.

To ensure the most objective and accurate feedback from supervisors, a common meeting provides the best avenue available to us to assess the educational process our graduates have experienced. We would be pleased to invite you to such a session which is scheduled to be held as a breakfast meeting on May 18, 1979, at the Quality Motor Inn, Wales and Oregon Roads, Exit 198 of I-75. The breakfast will begin at 7:45 a.m. and will be served until 8:15 a.m. Immediately thereafter, you will be asked to complete a brief questionnaire and to share your ideas concerning ways in which Owens Technical College can better prepare its graduates for today's job market. We anticipate the meeting will conclude no later than 8:45 a.m.

In order for us to estimate the number of people who will attend the breakfast, please return the enclosed postcard and state whether or not you can be with us on the 18th. We look forward to meeting you.

Sincerely,

Jacob H. See, President
The Michael J. Owens Technical College

Enclosure

A STATE-ASSISTED 2-YEAR HIGHER EDUCATION INSTITUTION

THE MICHAEL J.
owens
technical college
CALLER NO. 10,000 • OREGON ROAD, TOLEDO, OHIO 43699 • 419-666-0580

Dear __________:

Through recent correspondence, you were informed of the commitment of Owens Technical College to obtain feedback from employers who supervise our graduates for the purpose of reviewing the effectiveness of our academic programs. Though we regret that you were unable to attend a breakfast meeting for this purpose, we do hope that you understand the need for and importance of obtaining such information.

In an attempt to gather information that is as complete and accurate as possible, we would like to ask you to take a few minutes of your time to complete the enclosed questionnaire and return it to us in the enclosed, self-addressed envelope. Please be assured that all responses will be kept strictly confidential; in fact, your name need not appear anywhere on the form.

Your cooperation in this matter is extremely important for the success of our survey and ultimately for the quality of our instructional programs. Your prompt response will be deeply appreciated.

Sincerely,

Jacob H. See, President
The Michael J. Owens Technical College

Enclosures

A STATE-ASSISTED 2-YEAR HIGHER EDUCATION INSTITUTION

THE MICHAEL J.
owens
technical college
CALLER NO. 10,000 • OREGON ROAD, TOLEDO, OHIO 43699 • 419-666-0580

April 27, 1979

Owens Technical College would like to take this opportunity to correspond with those of you who were chosen to help us with our survey of local employers who have hired our graduates. First of all, we would like to thank those who have very graciously given their time to comply with our request to complete a questionnaire designed for this purpose. Secondly, we would like to remind those who have not yet been able to do so of our commitment to the successful completion of this venture.

Owens Technical College believes that the quality of our educational programs will greatly benefit from the input that persons like you can provide. We are convinced that this information will help us better serve the needs of our students, the local community, and even your own organization.

With this in mind, we urge those of you who have not done so to complete and return the questionnaire which you received recently by mail at your earliest possible convenience. Your cooperation in this matter will be greatly appreciated. Thank you.

Sincerely,

Jacob H See

Jacob H. See, President
The Michael J. Owens Technical College

JHS:dkg

A STATE-ASSISTED 2-YEAR HIGHER EDUCATION INSTITUTION

Form for Indicating Future, Nonrecurring Expenditures

202

BUDGETARY IMPACT STATEMENT

MICHAEL J. OWENS TECHNICAL COLLEGE

*Submitted by*______________________________________ *Date*______________________

*Responsible Cabinet Level Officer*____

*Department Name*____________________________________ *Cost Center*_______________

Proposal Description: *(Attach Sheet If Necessary)*

What is budgetary impact for the first three years?

Period	*Minimum*	*Maximum*

What continuing budgetary impact will this proposal have (maintenance, staffing, updating, etc.)?

Who will be served by this project?

Is there an acceptable alternative to this proposal?

Are there any alternative sources of funding (state,federal, etc.)?

Have other colleges or universities in the area implemented similar proposals?

BUDGETARY REVIEW COMMENTS

Can this proposal be funded in whole or in part?

Should we visit other campuses to determine merit/success of proposal?

Does the proposal's impact warrent funding?

If the proposal is approved, when will it begin?

Recommendations of Controller:

Recommendations of President:

Appendix 4

Lorain County Community College: Supplementary Materials

Long-Range Plan 1978-83: Implementation of the Long-Range Plan Long-Range Planning and Annual Planning/Budgeting Schedule (Procedural Handbook) 231

"Long-Range Planning FY 1980-84, Information for Planning" 271

"Long-Range Plan FY 1980-84: Program Objectives and Activities, July, 1979" 293

Draft of Program-Evaluation Policies and Procedures . . . 305

Questionnaire Used in Survey of Adult Population of Medina, Ohio 315

Questionnaire Used in Survey of Adult Learners 323

1978-83 LONG-RANGE PLAN:

IMPLEMENTATION OF THE LONG-RANGE PLAN

LONG-RANGE PLANNING AND ANNUAL PLANNING/BUDGETING SCHEDULE

Lorain County Community College
Elyria, Ohio

October, 1978

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Long-Range Plan Implementation 1

Long-Range Planning and Annual Planning/Budgeting Schedule for Fiscal Year 1979-80 7

1978-83 Long-Range Planning Objectives and Organizational Unit Responsibilities 15

Planning Forms 24

LONG-RANGE PLAN IMPLEMENTATION

On June 22, 1978, the Lorain County Community College Board of Trustees approved a long-range plan for the five years from 1978-83. The plan includes a discussion of external and internal factors that are likely to impact the College over the next five years: Ohio higher education trends, demographic trends, occupational trends, higher education economic trends, transportation, competition, legislation, and enrollment trends. It also includes the specification of relevant long-range planning assumptions and recommended long-range planning objectives for each of the following areas of importance to the College:

- LCCC mission, philosophy, and goals
- Programs and services
- Organization and planning
- Human resources
- Physical resources
- Financial resources

The long-range plan concludes with the following statement:

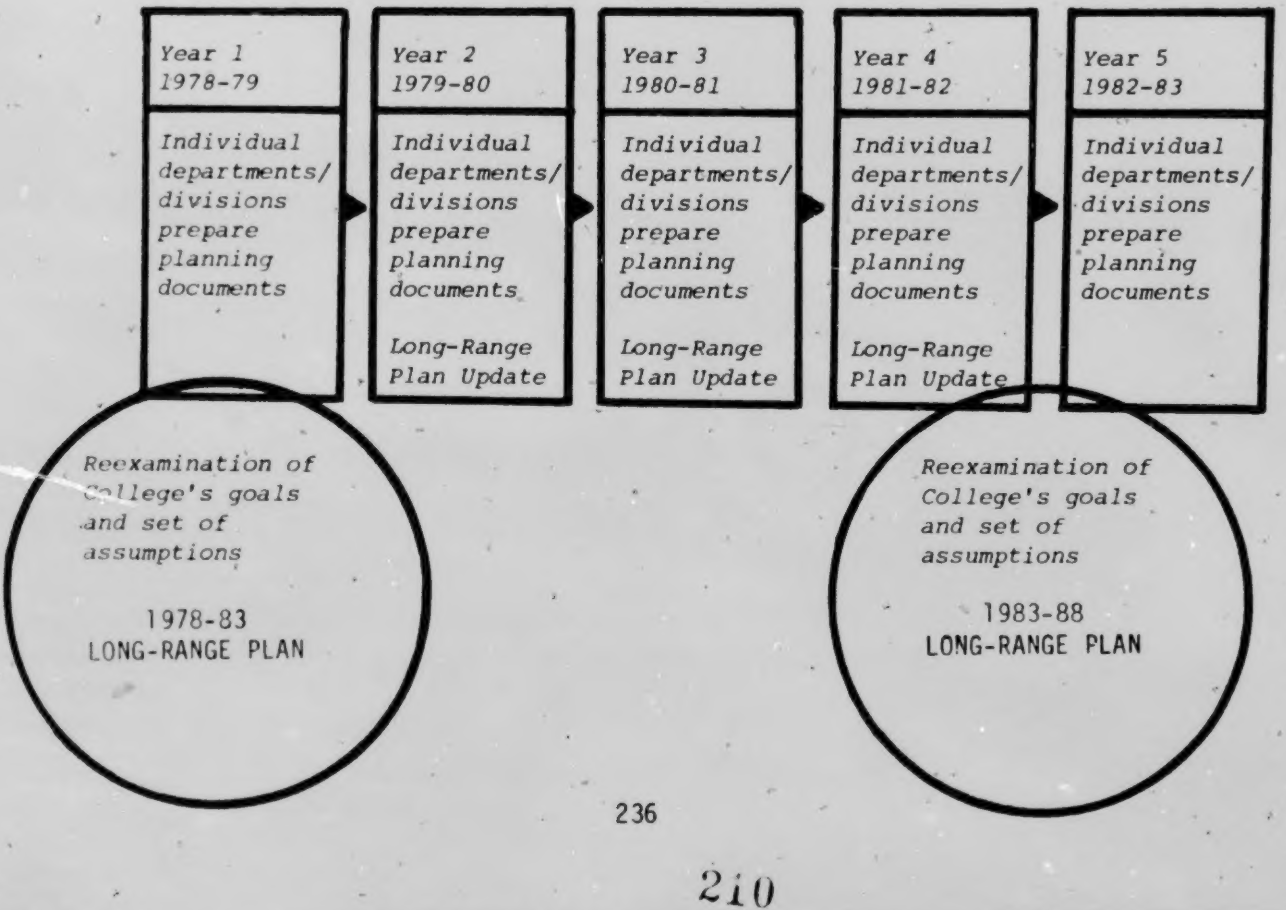
> *Following adoption by the Board of Trustees, the Administrative Cabinet will assume responsibility for the implementation of the long-range plan. Under the Administrative Cabinet's direction, specific steps designed to achieve the objectives will be incorporated into the College's annual planning and budgeting processes. In addition, the Administrative Cabinet will evaluate the progress being made to achieve the objectives themselves. This evaluation, too, will be a part of the College's annual planning process and will facilitate the updating of the long-range plan*

As indicated in the long-range plan, the college will refine the present planning model and incorporate a one-year/five year planning process. This document is intended to provide the framework for the initial implementation of the long-range plan.

The Planning Cycle

The planning cycle will consist of a sequence of five annual planning periods. Each year, individual departments/units will prepare detailed proposals for the year immediately ahead and less detailed, but substantive, ones for the following four years. Thus as the cycle advances, each year that had been given less detailed attention will be given more.

The five-year plan will be updated annually to reflect any significant changes in external and internal environmental forecasts, institutional resources, objectives, or programs. During the fourth year, the College will undertake a comprehensive reexamination of its long-range goals and the supporting set of planning assumptions, and will develop a plan for the next five year period.


Year 1 1978-79
Individual departments/ divisions prepare planning documents
Year 2 1979-80
Individual departments/ divisions prepare planning documents
Long-Range Plan Update
Year 3 1980-81
Individual departments/ divisions prepare planning documents
Long-Range Plan Update
Year 4 1981-82
Individual departments/ divisions prepare planning documents
Long-Range Plan Update
Year 5 1982-83
Individual departments/ divisions prepare planning documents
Reexamination of College's goals and set of assumptions
1978-83 LONG-RANGE PLAN
Reexamination of College's goals and set of assumptions
1983-88 LONG-RANGE PLAN

The following are the key steps which will be used to implement the planning cycle:

1. The Administrative Cabinet will review the 1978-83 planning objectives and determine a preliminary priority assignment for each objective. The Cabinet will also be responsible for:
    - ensuring that preparation work for the plan takes place in appropriate time frames,
    - ensuring that the planning process model steps are performed in appropriate time frames,
    - ensuring that the total process is tied in with the budgetary cycle,
    - ensuring that primary contingencies have been considered and programmed,
    - ensuring that feedback mechanisms are developed so that changes can take place, and
    - ensuring that plans developed at lower levels are fully consistent with, derived from, and properly reflected in plans developed at higher levels.
2. The responsibility for implementing each long-range planning objective will be assigned to the appropriate organizational unit, (i.e., instructional services, student services, business services) and then to the department/division (e.g., community education, admissions, etc.).
3. Evaluation is an integral component of the planning cycle. The importance of evaluation lies in its serving not only as the basis for subsequent modifications of the planning system and the planning methodology, but also as the basis for the refinement of specific

planning objectives. Evaluation is an assessment of the outcomes achieved based on an examination of the difference between what was expected and what actually happened. At the beginning of the annual planning cycle, each department/division will be asked to provide the following on Planning Form I:

- An evaluation of the extent to which the department/division achieved its objectives, including an assessment of the quality level of attainment.
- An evaluation of the effectiveness of the means used to attain the objectives, including an assessment of the processes and resources used to implement the activities related to the objectives.

4. The planning process must allow the College to retain the flexibility necessary to react to new situations and clienteles. Part of the annual planning process will include an evaluation of the effectiveness of the planning system and the planning methodology in order to identify any improvements or refinements that should be made. In addition, each department/division, as well as selected external publics, will be asked to provide input concerning the updating of the long-range plan. This will include an assessment of relevant external and internal factors that will enhance or constrain the college's ability to meet needs, and the implications of these forecasts as they affect the long-range planning objectives. Planning Form II will be used to facilitate this process.

5. As part of the annual planning cycle, each department/unit will be provided with initial enrollment projections, faculty and staff FTE projections, and cost and revenue projections. Each department will be asked to provide feedback regarding the projections and forecasting procedures before final projections are distributed. An individual department, for example, might feel that the assumptions or the projections are not reasonable, or that some important factors were not considered.

6. Each department/division will prepare program plans for the five-year period. Objectives should be prepared by each department/division for the entire five-year period. A detailed plan should be prepared for the first year, and should consist of the following:

   - A set of program objectives for the next year
   - A priority ranking of the program objectives for the next year
   - Planned activities to accomplish the objectives
   - Resources to implement and sustain the planned activities.

   Planning Forms III and IV illustrate these steps in the planning process.

7. Each department/division program plan will be reviewed and evaluated at the Dean's level and incorporated into the organizational unit's plan. While the organizational unit's program plan will be more than just a collection of those of the individual departments/

divisions, its essential characteristics will be shaped by them. The evaluation of the individual department/division plans will include an assessment of each proposal with regard to the long-range plan and a determination of the relative priority of each proposal. Planning Form V illustrates this process. Accompanying this form should be a narrative amplifying each program objective and a discussion of issues important to the organizational unit.

8. The Administrative Cabinet has the responsibility for incorporating the organizational unit plans into an institutional plan. This will include:

- reviewing and critiquing each organizational unit's Program Plan
- developing and recommending a Program Plan for the institution for the next year
- revising and updating the long-range plan.

LONG-RANGE PLANNING AND ANNUAL PLANNING/BUDGETING SCHEDULE
FISCAL YEAR 1979-80

This schedule describes the activities necessary for updating the long-range plan for FY 1979-80 through FY 1983-84 and for planning and budgeting for FY 1979-80. Sound plans are essential as the basis both for determining what the College intends to do in delivering quality educational programs and services and for developing resource allocations. The plans also serve as a basis for evaluating the performance of the College as a whole, and of each organizational unit. Evaluation is more than "after the fact" assessment. A sound, preestablished evaluation strategy facilitates the identification of what is going wrong, what is going right and how feedback can be used to correct shortcomings.

This planning process is designed to ensure that plans are developed throughout the College in a logically integrated manner. The plan for implementation assures that all College constituencies will have an opportunity for meaningful participation in the planning process.

Activity	Date
1. Administrative Cabinet reviews planning objectives and determines preliminary priority assignment for each objective.	Sept. 27 - Oct. 13
2. Administrative Cabinet assigns responsibility for implementing each long-range planning objective to organizational units.	Sept. 27 - Oct. 13
3. Administrative staff meeting: explain long-range planning implementation and the annual planning budgeting process.	Oct. 24
4. Deans assign responsibility for implementing each long-range planning objective to appropriate departments/divisions.	Oct. 24 - Nov. 3
5. Based upon input from faculty and administrative staff, departments/divisions provide information for updating the long-range plan and annual planning/budgeting for FY 1979-80 (Planning Form II). . Forecast and Implications: assessment of external and internal factors and their implications for long-range planning (FY 1979-80 through FY 1983-84).	Oct. 24 - Nov. 10

Activity	Date
. Concerns and Issues: specific concerns and issues which should receive attention in the future (FY 1979-80 through FY 1983-84).	
. Planning Process: assessment of the effectiveness of planning system and methodology.	
. Planning Premises, FY 1979-80: institutional goals and objectives, external/internal influences, revisions to college policies.	
6. Prepare and distribute preliminary information for planning.	Nov. 6 - 17
. Major planning premises for FY 1979-80:	
(a) Institutional goals and objectives, including priorities and alternatives, related to programs, organization, personnel, facilities and finances.	
(b) External and environmental influences, e.g., geographical service area, economic trends, relationship with other educational institutions, marketing trends, etc.	
(c) Revisions to College policies affecting revenues and costs.	
. Preliminary institutional projections of enrollments, faculty/staff FTE's, and costs/revenues for FY 1979-80.	
7. Prepare Analysis of Compensation Report for the Board of Trustees and Faculty Salary and Benefits Committee.	Nov. 6 - Jan. 5
8. Department/division faculty and administrative staff review information for planning and recommend revisions if needed.	Nov. 20 - Dec. 8
9. Prepare final major planning premises and projections for FY 1979-80.	Dec. 4 - 15

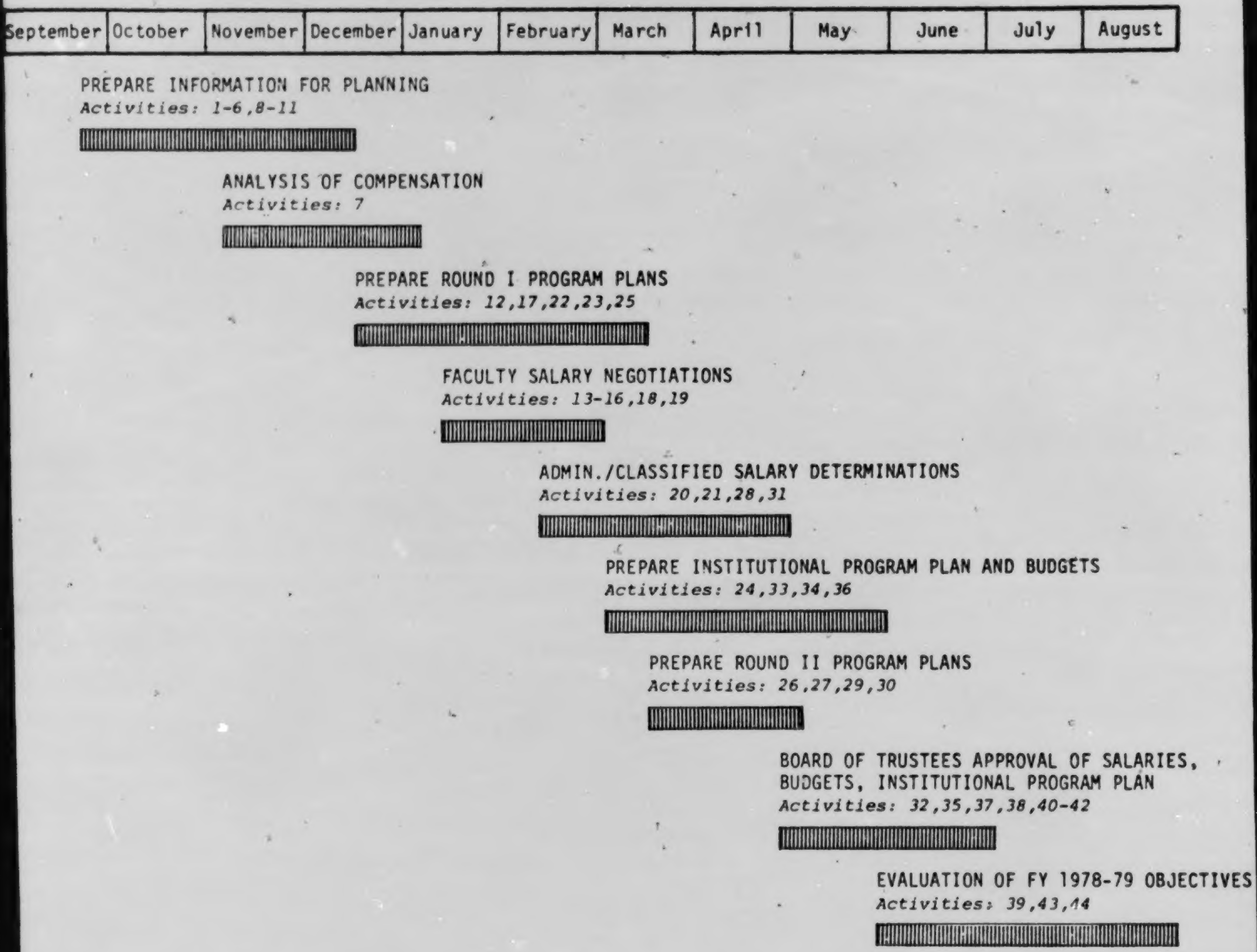
Activity	Date
10. Prepare preliminary budget forecast for FY 1979-80.	Dec. 4 - 15
11. Administrative staff meeting: review and distribute information for updating long-range planning/budgeting for FY 1979-80: . Major planning premises; final projections of enrollments, faculty/staff FTE's, costs/revenues for FY 1979-80. . Preliminary budget forecast for FY 1979-80. . Budget work papers for 1979-80.	Dec. 18
12. Based upon input from faculty and administrative staff, departments/divisions prepare program plans/budget requests for one and five-year periods (Planning Forms III and IV, and Budget Forms). . Objectives, priorities, activities, resources and budget requests for FY 1979-80. . Objectives for FY 1980-81 through FY 1983-84.	Dec. 18 - Feb. 2
13. Meeting with Faculty Salary and Benefits Committee to review Analysis of Compensation Report.	Jan. 15
14. Meeting with Board of Trustees to review Analysis of Compensation Report.	Jan. 18
15. Meeting #1 between Board of Trustees and Faculty Salary and Benefits Committee (presentation of proposals by Faculty Committee).	Jan. 25
16. Meeting #2 between Board of Trustees and Faculty Salary and Benefits Committee (presentation of offers by Board of Trustees).	Feb. 1
17. Deans review and critique department/division program plans/budget requests and formulate organizational unit program plan (Planning Form V).	Feb. 5 - March 2

Activity	Date
18. Meeting #3 between Board of Trustees and Faculty Salary and Benefits Committee (negotiate final settlement of salary package for 1979-81 biennium).	Feb. 8
19. Prepare faculty salary schedules based on negotiated salary agreement.	Feb. 12 - March 2
20. Review, revise and prepare current schedule of pay ranges for administrative and classified staff.	Feb. 12 - Feb. 23
21. Administrative Cabinet establishes general salary parameters for administrative and classified staff.	Feb. 26 - March 2
22. Deans forward FY 1979-80 budget requests (Round I) to Controller's Office.	March 5
23. Prepare operating and capital budgets (Round I) for FY 1979-80.	March 5 - 16
24. Administrative Cabinet begins review and critique of organizational unit program plans and preliminary development of institutional program plan.	March 5 - 16
25. Administrative staff meeting: review program plans and budget requests (Round I). . Organizational unit program plans for FY 1979-80. . Forecast operating and capital budgets for FY 1979-80. . Identify major issues, evaluate claims on resources, and consider alternatives and modifications.	March 19
26. Based upon input from faculty and administrative staff, departments/divisions prepare and submit program plans/budget requests (Round II) for FY 1979-80.	March 19 - 23
27. Deans review department/division and organizational unit budget requests (Round II) for FY 1979-80.	March 26 - April 13

Activity	Date
28. Conduct classified and administrative staff performance evaluations.	March 26 - April 13
29. Deans forward FY 1979-80 budget requests (Round II) to Controller's Office.	April 16 - 27
30. Prepare operating and capital budgets (Round II) for FY 1979-80.	April 16 - 27
31. Conduct salary sessions and prepare salary recommendations for administrative and classified staff for FY 1979-80.	April 16 - 27
32. Secure Board approval of faculty salary schedule for FY 1979-80.	April 26
33. Administrative Cabinet develops institutional program plan and long-range plan update.	April 30 - May 11
34. Administrative Cabinet review of final operating and capital budgets for FY 1979-80.	April 30 - May 11
35. Prepare and secure preliminary Board approval of proposed administrative and classified staff salary schedules for FY 1979-80.	April 30 - May 11
36. Prepare proposed FY 1979-80 Operating and Capital Appropriations Budgets with complete supporting documentation and final forecast.	May 14 - 23
37. Secure formal Board approval of classified and administrative staff salary schedules for FY 1979-80.	May 24
38. Present FY 1979-80 Institutional Program Plan, Operating and Capital Appropriations Budgets and Long-Range Plan Update to Board of Trustees for thirty day review and study.	May 24
39. Department/division faculty and administrative staff evaluate FY 1978-79 objectives: achievement, quality, means (Planning Form I).	May 28 - July 27

Activity	Date
40. Adopt FY 1979-80 Institutional Program Plan, Operating and Capital Appropriations Budgets and Long-Range Plan Update.	June 28
41. Prepare FY 1979-80 Institutional Program Plan, Operating and Capital Appropriations Budgets and Long-Range Plan Update for distribution to appropriate supervisors.	June 29 - July 6
42. Administrative staff meeting: review and distribute FY 1979-80 planning and budget information: . Institutional Program Plan for FY 1979-80. . Operating and Capital Budgets for FY 1979-80. . Long-Range Plan Update.	July 9
43. Deans review and critique department/division evaluations of FY 1978-79 objectives and prepare organizational unit evaluations.	July 30 - Aug. 10
44. Administrative Cabinet reviews organizational unit evaluations and prepares institutional evaluation summary for FY 1978-79	Aug. 13 - Aug. 31

LONG-RANGE PLANNING AND ANNUAL PLANNING/BUDGETING SCHEDULE FOR 1979-80



Lorain County Community College Calendar 1978-79

Fall Quarter

September 4*	Monday	Labor Day — Offices Closed
September 6	Wednesday	Last Day to Register Prior to the Beginning of Fall Classes
September 8	Friday	Faculty Orientation and Planning Proficiency Examinations will be Administered for Students Seeking Credit by Examination
September 11	Monday/8:00 a.m.	Classes Begin
September 11, 12	Monday, Tuesday	Late Registration and Drop/Add
September 15	Friday	Annual All College Picnic No Classes 12:00 to 4:00 p.m.
September 25	Monday	Registration for Winter Quarter Begins and Continues Through December 21
October 20	Friday	Mid-Term Deficiency Notices
November 3	Friday	Last Day to Complete Withdrawal from Classes with Approval and Receive a "W" Last Day to Complete Removal of an Incomplete (I) from Spring and Summer Quarters, 1978
November 13*	Monday	Veterans Day — No Classes Offices Closed
November 23*, 24* 25, 26	Thursday, Friday Saturday, Sunday	Thanksgiving Vacation No Classes Offices Closed
November 30	Thursday	Fall Quarter Ends
December 1	Friday	Proficiency Examinations will be Administered to Students Seeking Credit by Examination
December 3	Sunday	Fall Quarter Ends for Weekend Classes
December 4	Monday/Noon	Grades Due

Winter Quarter

December 21	Thursday	Last Day to Register Prior to the Beginning of Winter Classes
December 25*, 26*	Monday, Tuesday	Christmas Vacation — Offices Closed
January 1*	Monday	New Year's Vacation — Offices Closed
January 2	Tuesday/8:00 a.m.	Classes Begin
January 2, 3	Tuesday, Wednesday	Late Registration and Drop/Add
January 15*	Monday	Martin Luther King Day — No Classes Offices Closed
January 16	Tuesday/8:00 a.m.	Classes Resume Registration for Spring Quarter Begins and Continues Through March 28
February 16*	Friday	President's Day — No Classes Offices Closed
February 23	Friday	Last Day to Complete Withdrawal From Classes with Approval and Receive a "W" Last Day to Complete Removal of an Incomplete (I) from Fall Quarter, 1978
March 16	Friday	Proficiency Examinations will be Administered for Students Seeking Credit by Examination
March 18	Sunday	Winter Quarter Ends for Weekend Classes
March 21	Wednesday	Winter Quarter Ends
March 22, 23	Thursday, Friday	Snow Days — As Needed
March 26	Monday/Noon	Grades Due

Spring Quarter

March 28	Wednesday	Last Day to Register Prior to the Beginning of Spring Classes
April 2	Monday/8:00 a.m.	Classes Begin
April 2, 3	Monday, Tuesday	Late Registration and Drop/Add
May 1	Tuesday	Start of Summer and Fall Registration
May 15	Tuesday/Noon	Honors and Awards Convocation
May 25	Friday	Last Day to Complete Withdrawal from Classes with Approval and Receive a "W" Last Day to Complete Removal of an Incomplete (I) from Winter Quarter, 1979
May 28*	Monday	Memorial Day — No Classes Offices Closed
May 29	Tuesday/8:00 a.m.	Classes Resume
June 15	Friday	Spring Quarter Ends
June 17	Sunday	Spring Quarter Ends for Weekend Classes
June 18	Monday/Noon	Grades Due
June 21	Thursday	Commencement, 7:00 p.m.

Summer Quarter

First Term		
June 20	Wednesday	Last Day to Register Prior to the Beginning of the First Summer Term, 1979
June 25	Monday/7:00 a.m.	Classes Begin Late Registration and Drop/Add
July 4*	Wednesday	No Classes — Offices Closed
July 5	Thursday/7:00 a.m.	Classes Resume
July 20	Friday	Last Day to Complete Withdrawal from Classes with Approval and Receive a "W"
July 27	Friday	First Summer Term Ends — Grades Due (4:00 p.m.)
Second Term		
July 25	Wednesday	Last Day to Register Prior to the Beginning of the Second Summer Term, 1979
July 30	Monday	Classes Begin Late Registration and Drop/Add
August 24	Friday	Last Day to Complete Withdrawal from Classes with Approval and Receive a "W"
August 31	Friday	Second Summer Term Ends — Grades Due (4:00 p.m.)

1978-79

SEPTEMBER

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OCTOBER

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NOVEMBER

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JANUARY

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FEBRUARY

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MARCH

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APRIL

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29	30					

MAY

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JUNE

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10	11	12	13	14	15	16
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JULY

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AUGUST

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1978-83 LONG-RANGE PLANNING OBJECTIVES

CHAPTER TWO: MISSION, PHILOSOPHY AND GOALS OF LCCC

		Organization Unit Responsibility*
1.	The College will review its philosophy and goals and develop criteria which can be used to assess how well the institution is fulfilling the commitments expressed therein.	*President* *1979-83*
2.	The College will develop strategies and programs for assessing the educational, cultural, and social needs of the community and for identifying precisely what the community expects from the College.	*President* *1978-79*
3.	The College will provide a broad range of educational programs designed to increase its responsiveness to the diverse needs, interests, and abilities of Lorain County residents.	*Instruction* *1978-79*
4.	The College will bring education to where the people are--offered at places and times that can best serve the people.	*Instruction* *1978-79**
5.	The College will keep its educational programs within the financial reach of the citizens of Lorain County.	*Business* *1978-79**
6.	The College will encourage non-degree seeking members of the community to enroll in courses on either a credit or audit basis.	*Student Services* *1978-79**
7.	The College will strengthen the relationships between the College and the community and will strive to improve the image of the College among all members of the community.	*President* *1978-79**
8.	The College will assume greater responsibility for a leadership role in providing cultural offerings within the community, facilitated by the completion of the Humanities/Fine Arts Center.	*President* *1979-83**
9.	The College will publicize developmental educational services to the off-campus community with special attention directed toward high school students with weak academic skills and training, and adults in need of developing basic skills.	*Student Services* *1979-83**
10.	The College will alert industry, business and social service agencies to the availability of in-service programs, seminars and workshops available on the campus or at the organization's site.	*Instruction* *1978-79**
11.	The College will begin to assume a more visible leadership role in community college education at the regional, state, and national level.	*Cabinet* *1978-79**

CHAPTER FOUR: COLLEGE PROGRAMS AND SERVICES

1.	The College will employ a variety of marketing strategies in efforts to recruit more students. Faculty, administrators, staff, students, and alumni will become more involved in recruiting students.	*Student Services* *1978-79**
2.	The College will develop an effective information base for program planning and evaluation. This will include such information as occupational forecasts, effectiveness of graduates on the job, career graduate placement trends, program demand by students, etc.	*President* *1978-79**
3.	The College will place increased emphasis on the open door/equal access concept of higher education, with stress upon ease of entry, return and acceptance. The College will continue to improve admission, registration, and fee payment procedures; various alternatives will be investigated including telephone registration and payment incentive plans. Emphasis will also be placed on scheduling classes, examinations, and so forth, at times convenient to students. Demand analysis and computer scheduling of classes will be considered as part of an effort to enable students to schedule classes in blocks of times compatible with their jobs and family responsibilities.	*Cabinet* *1979-83*

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*Recurring Objectives

CHAPTER FOUR: COLLEGE PROGRAMS AND SERVICES (continued)

		Organization Unit Responsibility*
4.	The College will determine the most appropriate means for identifying the strengths and weaknesses of students, and will consider the establishment of a comprehensive assessment program. Such a program would not only provide information about what deficiencies students have but also about proficiencies that might exempt them from certain courses. It would also provide information concerning the viability of special programs and opportunities for superior students. A comprehensive assessment program would also help in determining whether certain courses or programs should have special requirements for enrollment.	*Student Services* *1979-83*
5.	The College will consider the establishment of a comprehensive orientation program for new students. Such a program would be ongoing throughout the year, allowing new students to sign up for an orientation group at a time of day or evening convenient to them. The students could be tested, provided with information about the services available at LCCC, and given tours of the College. Follow-up orientation could provide additional information as needs arise.	*Student Services* *1978-79**
6.	The College will conduct research on student learning and educational outcomes. Greater efforts will be made to identify the objectives and expectations of students as they enter the College and to conduct follow-up studies of those individuals who leave LCCC without a degree or certificate and those who transfer to four-year institutions. Follow-up studies of students enrolled one quarter but not the next will be undertaken to determine why they did not reenroll. Institutional research will also increase its focus on determining the extent to which students are meeting their educational goals.	*President* *1979-83**
7.	The College will offer widespread special educational and counseling assistance, including career planning, as an integral part of the total college program. Efforts will focus on the development of individual student accountability for educational goal-setting and learning achievement.	*Student Services* *1978-79**
8.	The College will take the initiative to expand contacts and improve communication with business, industry, government and social agencies to insure timeliness of offerings of the College's instructional program. The College will also assume an active leadership role among other educational agencies within the County and will develop cooperative programming to meet community needs.	*Instruction* *1978-79*
9.	The College will examine the structure and utilization of advisory committees as an effective planning resource to the institution. Guidelines which describe the role(s) and responsibilities of advisory committees will be developed.	*Instruction* *1979-83*
10.	The College will conduct follow-up studies on a regular basis, and will include long term follow-up. This will provide valuable information concerning the mobility of LCCC graduates, emerging career needs, etc. Obtaining input concerning entry level job requirements for graduates will provide additional feedback for courses and programs.	*President* *1979-83**
11.	The College will emphasize the need for developmental education services. Primary concerns relate to expanding student accessibility to placement testing, developing better testing instruments, conducting additional follow-up studies, and creating greater awareness of available services.	*Student Services* *1978-79**
12a.	The College will develop criteria and procedures to determine what new programs should be developed, what programs should be continued, and what programs should be phased out. College curriculum development will be reviewed and revised based on Ohio Board of Regents and State Department of Education standards. The possibility of programs and/or courses being phased out raises the issue of possible displacement of faculty, staff, and administrators.	*Instruction* *1978-79*
12b.	The college will formulate a retrenchment policy and procedure.	*Cabinet* *1979-83*

	Organization Unit Responsibility*
13. The College will provide, through other institutions, upper division and graduate courses at a reasonable rate. LCCC will continue to cooperate with other institutions in planning and offering courses. A needs assessment survey will be undertaken to determine what upper division and graduate level programs are needed in Lorain County, who should offer them, and at what cost. The College should then take the steps necessary to actively encourage other institutions to offer programs identified through the needs assessment survey. LCCC should build in review mechanisms to insure that the College's primary energies continue to be directed toward fulfilling its mission and role as a community college.	*Instruction** *1978-79* *President 1979-83*
14. The College will expand its network of off-campus learning sites. New delivery systems will be developed so that learners can progress at their own rate according to their competencies and lifestyles. The College will review and develop alternative methods for the management of off-campus instruction.	*Instruction 1978-79**
15a. The College will develop appropriate evaluation systems in order to better assess the viability of programs in meeting specific objectives of the institution.	*Instruction 1978-79*
15b. The College will collect data on educational program outcomes in order to provide a base for decision-making and effective planning. A plan will be developed to track students majoring in a specific program or having other defined educational objectives.	*President 1979-83*
16. The College will develop new instructional strategies and alternative delivery systems to serve a larger percentage of the Lorain County population. Individualized options will be provided.	*Instruction 1979-83*
17. The College will expand its recruitment and financial support program to reach those people for whom higher education has been inaccessible for personal or financial reasons. The computer-assisted financial aid information system will be expanded.	*Student Services 1979-83*
18. The College will encourage increased student participation in social and cultural activities, for example, cultural events, student organizations, intercollegiate athletics, and similar activities. More information on College activities will be provided to community residents.	*Student Services 1978-79**
19a. The College will provide better information to students, faculty, and the community concerning the transferability of credit. The College will publish a brochure which addresses transfer issues from the community college perspective, that is, which explains some of the more confusing elements such as course-for-course transfer, elective credit, and blanket transfer of credit. It is also recommended that master transfer guides be developed with each state four-year institution and brochures be published which specifically address the transfer of LCCC courses and programs to particular colleges or universities. The four-year institutions should be provided with descriptions of new LCCC programs and courses so that they might determine course equivalencies and transfer status.	*Student Services 1979-83*
19b. The College will conduct, on a regular basis, follow-up studies designed to determine 1) how well LCCC graduates are prepared to undertake upper-division studies, 2) at what level they achieve after transfer (e.g., grade point average), and 3) what, if any, problems exist in the transfer process.	*President 1979-83*
20. The College will expand one-plus-one and two-plus-two programs in conjunction with other institutions. LCCC has recognized these programs as being advantageous for some of its graduates and has worked to facilitate two-plus-two arrangements with four-year institutions. The two major issues appear to be 1) the transfer of general education courses, and 2) the development of a means for informing both current and prospective LCCC students of these opportunities.	*Instruction 1979-80*

CHAPTER FOUR: COLLEGE PROGRAMS AND SERVICES (continued)

Organization Unit Responsibility

It is recommended that present and future opportunities for one-plus-one and two-plus-two transfer be explored as LCCC career programs are planned and developed. It is also recommended that the College increase its cooperative efforts among community colleges in the region. There is also a need to explore the possibilities of interdivisional one-plus-one programs. Finally, LCCC brochures should include coverage of the two-plus-two transfer mobility pattern.

21. The College will, in preparation for the opening of the Humanities/Fine Arts Center, develop specific plans and programs for expanding its efforts to meet the cultural needs of the community. — _Cabinet 1979-83_

CHAPTER FIVE: ORGANIZATION AND PLANNING

1. The College will maintain and strengthen the decentralized organizational structure that delegates responsibility, authority, and accountability to the lowest possible level in order to maximize achievement of the College's goals and objectives. — _Cabinet 1978-79*_
2. The Board of Trustees will become less involved in ongoing operations and more involved in long-range planning and policy matters. — _President 1978-79*_
3. There will be greater involvement between the members of the Administrative Cabinet and the Board of Trustees. — _President 1978-79*_
4. The College will establish and maintain sound line-to-line, line-to-staff, and staff-to-staff interrelationships that will support the effective implementation of the College's plan — _Cabinet 1978-79*_
5. The College will keep the number of "layers" of administration at a minimum so that flexibility and responsiveness are maintained. — _Cabinet 1978-79*_
6. The College will provide for better coordination of curriculum between full-time and part-time faculty. Some of the organizational options that will be considered include: — _Instruction 1979-83_

   - appointing an administrative assistant or assistant chairperson for divisions that employ a large number of part-time faculty,
   - assigning full-time faculty responsibility for coordinating part-time faculty in a given area; full-time faculty might be assigned this as part of their responsibilities or on an overload basis,
   - reducing the number of part-time faculty by adding full-time positions; such positions might be permanent or on a temporary (non-tenure track) basis.

7. The College will refine decision-making processes and develop ways of speeding up the time involved. This should include the establishment of effective means for participatory contributions to decision-making processes of the College, e.g., the use of ad hoc problem solving teams, or more permanent groups, to investigate operational problems that cut across functional areas and to make appropriate recommendations. — _President 1978-79*_
8. The College will investigate various alternatives for handling operational problems which are presently not being resolved effectively and/or efficiently. Recommendations for solutions would be reviewed by the Cabinet and accepted, amended or rejected and the disposition would be communicated to all pertinent parties. Some operational problems are presently not being properly resolved because of an apparent inability to cut across functional areas. — _Cabinet 1978-79*_
9. The College will consider forming a standing Communications Committee which could develop new and better ways to communicate. Such a group could also examine over communication as well as under communication; in other words, it could take a close look at needs as well as means. — _President 1979-83_

CHAPTER FIVE: ORGANIZATION AND PLANNING (continued)

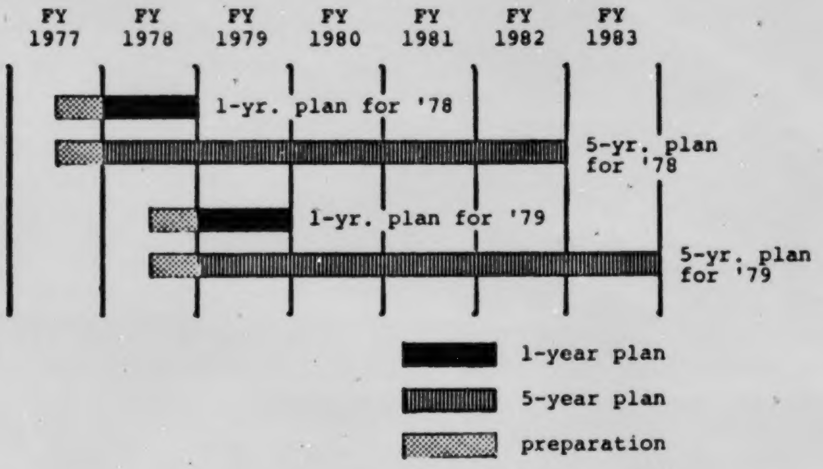
Organization Unit Responsibility

10. The College will examine and propose effective staffing parameters for the future.

Cabinet
1979-83

11. The College will incorporate a one-year/five-year planning process. Two time periods are considered for the purpose of setting goals and planning for their implementation. A one-year plan provides the short-term strategy for College operations while a five-year plan sketches the long-term strategy. The one-year plan is based on forecasts for the relatively near future, which are normally more accurate than the forecasts for the five-year time period. Because of this uncertainty, the five-year plan is updated annually to extend an additional year. This process is illustrated below. The result is that the College is always operating according to a one-year plan, while preparing for the future according to a five-year plan.

Cabinet
1978-79



12. The College will develop a master schedule (Gant Chart) which details all ongoing programmed activities which occur regularly, are interdependent, concurrent, and independent and take place during a specified time period. This schedule will permit LCCC to examine all planning in the aggregate so that is can make the best use of an expansion of resources technique or more practically, an allocation of resources technique.

Cabinet
1979-83

13. The College will refine the present planning model, including procedures for identifying long-range aspirations and mechanisms for their achievement as well as the necessary specific short-range steps for implementation. The planning model will include the following elements:

Cabinet
*1978-79**

- . A statement of mission/goals;
- . The development of external and internal environmental forecasts and their implications;
- . The identification of institutional resources and abilities information;
- . The definition of specific objectives in order of priority;
- . The development of alternative programs, along with accountabilities and schedules, to achieve objectives, in order of priority;
- . A description of resource requirements;
- . The development of procedures for implementation and evaluation;
- . The development of contingency plans; and,
- . A means for approval and action.

CHAPTER FIVE: ORGANIZATION AND PLANNING (continued)

		Organization Unit Responsibility*
14.	In order to provide for the implementation of the planning model, it will be the responsibility of the Administrative Cabinet to: . Ensure that preparation work for the plan takes place in appropriate time frames, . Ensure that the planning process model steps are performed in appropriate time frames, . Ensure that the total process is tied in with the budgetary cycle, . Ensure that primary contingencies have been considered and programmed, and, . Ensure that feedback mechanisms are developed so that changes can take place	*Cabinet 1978-79**

CHAPTER SIX: HUMAN RESOURCES

1.	The College will emphasize the need for trained personnel to work with students individually and in groups so students can set realistic educational goals and determine how to reach those goals. Staffing patterns will be reexamined to insure that adequate coverage is provided at all times, including vacation periods, to meet the needs of students seeking help. The College will encourage all students to see a counselor, admissions officer or faculty member.	*Student Services 1978-79*
2.	The College will investigate the use of paraprofessionals to better meet students' needs without increasing costs appreciably. Paraprofessionals could perform some of the tasks which support effective instruction and counseling. Paraprofessionals could also serve as assistants in recruiting, admitting, registering, and advising students.	*Student Services 1979-83*
3a.	The College will maintain good employee morale through salaries, working conditions, equipment, and so forth.	*Cabinet 1978-79**
3b.	The College will provide employees with comprehensive information concerning fringe benefits.	*Business 1978-79*
4.	The College will continue its efforts to achieve a diverse, multiracial administration, faculty, staff, and student body. Training will be provided for screening committees on affirmative action and interviewing procedures.	*Cabinet 1979-83*
5a.	The College will develop and publish a comprehensive set of personnel policies and procedures.	*Cabinet 1979-83*
5b.	The College will develop procedures for more extensive formative and summative evaluation of part-time faculty.	*Instruction 1979-83*
6.	The College will provide orientation, professional development programs, and in-service training opportunities for faculty, administrators and classified staff.	*Cabinet 1978-79**
7.	The College will develop forms, procedure manuals and other materials to assist personnel in the execution of their responsibilities.	*Cabinet 1979-83*
8.	The College will determine additional staffing requirements resulting from growth in programs or functions. Particular attention will be given to technical staff requirements as a result of the completion of the Humanities/Fine Arts Center.	*Cabinet 1978-79**
9.	The College will ensure that proper back-up personnel are hired, trained, or designated so that transitions are smooth in the event of changes in personnel.	*Cabinet 1978-79**

CHAPTER SEVEN: PHYSICAL RESOURCES

		Organization Unit Responsibility
1.	The College will continue to develop a network of off-campus educational delivery sites. This approach will enable the College to operate more economically and efficiently, and to make education more accessible by utilizing the many fine physical resources available in Lorain County.	*Instruction* *1978-79*
2.	The College will need to provide adequate funds to repair, maintain and replace equipment, and to evaluate and modify existing facilities to meet changing program needs.	*Business* *1978-79**
3.	The College will need to provide additional funds for preventive maintenance as buildings and facilities age. Funds will also be needed to eliminate deficiencies which may have developed over the years.	*Business* *1978-79**
4.	The College will continue to improve the means of accounting for the use of instructional equipment since it has become increasingly important to assign responsibility for the proper control of that equipment.	*Busienss* *1978-79*
5.	The College will develop a computerized data system for all aspects of physical plant maintenance and service, as well as for instructional equipment maintenance and replacement. Plans involving facilities will be documented and maintained on an up-to-date basis.	*Business* *1979-83*
6.	The College will continue to monitor and evaluate campus-wide use of energy. The lessons of the coal strike of 1978 can be applied so that energy and cost reductions are maintained. The College will need, however, to provide funds, to renovate utilities and to remodel and modify facilities if it is to achieve long-term savings in energy and operating costs.	*Business* *1978-79**
7.	The College will determine whether the present system of staffing the physical plant is adequate for meeting future needs. As LCCC moves toward an operational schedule that utilizes facilities more hours during the day, and more days during the week, the College will need to provide for additional security, maintenance, and routine custodial services.	*Business* *1979-83*
8.	The College will examine changing space requirements for various programs, especially in view of the fact that the College's greatest growth potential seems to be in the area of community education. Existing scheduling and utilization problems will be somewhat alleviated with the addition of the Humanities/Fine Arts Center; however, greater expertise in space utilization and assignment of rooms must be developed. The College will investigate innovative curriculum delivery approaches as one means for helping to solve scheduling and utilization problems. And, the College's present "priority room utilization system" will be evaluated to determine whether it results in the most efficient utilization of present facilties.	*Instruction* *1979-83**
9.	The College will monitor the potential need for additional laboratory facilities resulting from changing enrollments and new programs. Laboratory space, while adequate at present, may become a problem in the future.	*Instruction* *1979-83**
10.	The College will provide a means for seeking input from campus personnel concerning all aspects of the design, use, and maintenance of College facilities.	*Cabinet* *1978-79**

CHAPTER EIGHT: FINANCIAL RESOURCES

1.	The College will develop specific plans for ensuring sufficient College funding for the next five years.	*Business* *1978-79**
2.	The College will assess the need for future levies and determine appropriate strategies.	*Cabinet* *1979-83*

CHAPTER EIGHT: FINANCIAL RESOURCES (continued)

		Organization Unit Responsibility*
3.	The College will develop other sources of funds, e.g., government, industry, foundations, etc.	*Cabinet 1979-83*
4.	The College will develop and implement a comprehensive cost analysis model which provides data for better decision-making, control and resource allocation. The model will identify various components of the College's costs, including direct and indirect costs, fixed and variable costs, controllable costs, incremental costs, etc., and will identify costs by program.	*Instruction 1978-79* *Business 1979-83*
5.	The College will implement plans for flexible budgeting which will allow for budget shifts to accommodate departmental or functional variations.	*Business 1979-83*
6.	The College will improve the budget information and planning process which provides for continuous management monitoring and evaluation.	*President 1978-79* *Business 1979-83*
7.	The College will develop and implement a system to evaluate costs in light of goals and objectives as well as outcomes (cost-benefit analysis).	*Cabinet 1979-83*
8.	The College will examine the revenues and expenditures for auxiliary enterprises (food service, bookstore, parking, data processing services for external agencies, etc.). Current revenues for these enterprises are $1.2 million and are no longer a minor consideration in overall planning.	*Business 1979-83*

CHAPTER NINE: LONG-RANGE PLAN EVALUATION AND IMPLEMENTATION

1.	The College will continue to annually conduct a follow-up study of all of its graduates of the previous year in an effort to assess the immediate effectiveness of the educational program.	*Student Services 1978-79**
2.	The College will begin a program to follow-up on graduates three years after graduation. Results of these studies will be published and made available to the public.	*Student Services 1979-83** *President 1979-83**
3.	The College will develop and implement plans for a community needs survey to ensure that its educational programs and goals are relevant to the needs of the community. The results of the survey will be used in developing operational plans and in making adjustments to the College's long-range goals.	*President 1978-79**
4.	The College will assess each program area in the College on an annual basis through the development and evaluation of operational plans.	*Cabinet 1978-79**
5.	The College will implement plans to provide a cost-benefit analysis of programs to assess the viability of each program in terms of the goals and objectives of the institution and the efficient and effective use of resources.	*Cabinet 1979-83*
6.	The College will periodically attempt to begin with a zero-based operation as though no programs or operating units within the College previously existed. This will allow the College to reassess its purposes and eliminate programs for which no justification can be made.	*Business 1979-83*
7.	The College will periodically conduct a thorough internal evaluation of its instructional systems and programs, operational plans, organizational structure, and management philosophies and techniques in an effort to provide a more effective educational institution.	*Cabinet 1979-83**
8.	The College will periodically assess the community's awareness of the institution's programs and plans. The continues support of the community is vital to meeting the current and future educational needs of the County.	*President 1979-83**

1978-83 LONG-RANGE PLANNING OBJECTIVES

LONG-RANGE PLAN CHAPTER	YEAR	ORGANIZATIONAL UNIT RESPONSIBILITY				
		CABINET	PRESIDENT	INSTRUCTION	STUDENT SERVICES	BUSINESS SERVICES
II	1978-79	11*	2,7*	3,4*,10*	6*	5*
	1979-83	--	1,8*	--	9*	--
IV	1978-79	--	2*	8,12A,13*,14*,15A	1*,5*,7*,11*,18*	--
	1979-83	3,12B,21	6*,10*,13,15B,19B	9,16,20	4,17,19A	--
V	1978-79	1*,4*,5*,8*,11,13*,14*	2*,3*,7*	--	--	--
	1979-83	10,12	9	6	--	--
VI	1978-79	3A*,6*,8*,9*	--	--	1	3B
	1979-83	4,5A,7	--	5B	2	--
VII	1978-79	10*	--	1	--	2*,3*,4,6*
	1979-83	--	--	8*,9*	--	5,7
VIII	1978-79	--	6	4	--	1*
	1979-83	2,3,7	--	--	--	4,5,6,8
IX	1978-79	4*	3*	--	1*	--
	1979-83	5,7*	2*,8*	--	2*	6

*RECURRING OBJECTIVE

PLANNING FORMS FOR FISCAL YEAR 1979-80

PLANNING FORM I: EVALUATION OF PROGRAM OBJECTIVES AND ACTIVITIES FOR _______

DEPARTMENT/DIVISION ______________________________ PAGE _____ OF _____

COMPLETED BY ______________________________ DATE __________

PROGRAM OBJECTIVE	PRIORITY	OBJECTIVE MODIFICATION	MAJOR ACTIVITIES	RESOURCES UTILIZED	EFFECTIVENESS OF ACTIVITIES AND UTILIZATION OF RESOURCES	DEGREE AND QUALITY OF ATTAINMENT

(SEE DEFINITIONS ON REVERSE SIDE)

DEFINITIONS

PROGRAM OBJECTIVE: A PROGRAM OBJECTIVE IS A DESIRED RESULT THAT FOLLOWS FROM A SET OF ACTIVITIES. BECAUSE IT IS A RESULT, A PROGRAM OBJECTIVE SHOULD BE:

1. CLEAR AND COMPREHENSIBLE
2. MEASURABLE OR VERIFIABLE
3. CAPABLE OF BEING COMPLETED WITHIN A SPECIFIED TIME

BECAUSE IT IS A DESIRED RESULT, A PROGRAM OBJECTIVE SHOULD:

1. BE RELATED TO AN INSTITUTIONAL GOAL
2. INDICATE CRITERIA FOR ITS EVALUATION
3. INDICATE THE RESOURCES REQUIRED FOR ATTAINING IT

PLANNED ACTIVITIES: PLANNED ACTIVITIES ARE THE MEANS FOR ACCOMPLISHING THE PROGRAM OBJECTIVE.

IMPLEMENTATION CODE:

A. TO BE ACCOMPLISHED WITHIN THE DEPARTMENT/DIVISION THROUGH MORE EFFICIENT USE OF CURRENT RESOURCES.

B. REQUIRES A DECISION BY THE DEAN, TO REALLOCATE THE ORGANIZATIONAL UNIT'S RESOURCES AMONG DEPARTMENTS/DIVISIONS.

C. REQUIRES THE PRESIDENT AND/OR THE ADMINISTRATIVE CABINET TO REALLOCATE RESOURCES FROM OTHER ORGANIZATIONAL UNITS.

D. REQUIRES CLOSER COORDINATION, GREATER COOPERATION, AND MUTUAL PROBLEM-SOLVING AMONG THE VARIOUS DEPARTMENTS/DIVISIONS, ORGANIZATIONAL UNITS, AND/OR THE COMMUNITY.

E. REQUIRES IMPROVEMENT IN COLLEGE SUPPORT SYSTEMS, PROCEDURES, ETC.

F. REQUIRES DEVELOPMENT OF COLLEGE POLICIES AND PROCEDURES.

G. REQUIRES ADDITIONAL RESOURCES FROM THE COLLEGE AND/OR EXTERNAL SOURCES.

PLANNING FORM II: LONG-RANGE PLANNING UPDATE

DEPARTMENT/DIVISION ________________________ PAGE ______ OF ______

COMPLETED BY ________________________ DATE ______________

FORECASTS AND IMPLICATIONS: PROVIDE YOUR ASSESSMENT (FORECASTS) OF RELEVANT ASPECTS OF THE FUTURE EXTERNAL ENVIRONMENT FOR THE PERIOD 1978-83 THAT WILL AFFECT NEEDS TO BE MET AND THE COLLEGE'S ABILITY TO MEET THEM. ALSO, PROVIDE YOUR ASSESSMENT (FORECASTS) OF RELEVANT INTERNAL (TO THE COLLEGE) FACTORS THAT WILL ENHANCE OR CONSTRAIN OUR ABILITY TO MEET NEEDS. FINALLY, THE IMPLICATIONS OF THESE FORECASTS AS THEY AFFECT OUR MISSION AND GOALS AS WELL AS OUR CHOICE OF OBJECTIVES AND OUR ABILITY TO MEET THE OBJECTIVES SHOULD BE STATED.

CONCERNS AND ISSUES: LIST SPECIFIC CONCERNS, AREAS WHICH REQUIRE STRENGTHENING, AND ISSUES WHICH MUST RECEIVE ATTENTION IN THE FUTURE.

(OVER)

PLANNING PROCESS: PROVIDE YOUR ASSESSMENT OF THE EFFECTIVENESS OF THE PLANNING SYSTEM, INCLUDING WHETHER THE COLLEGE'S OBJECTIVES HAVE BEEN ADEQUATELY TRANSLATED INTO UNDERSTANDABLE STATEMENTS OF DIVISION/DEPARTMENT RESPONSIBILITIES; WHETHER THE DIVISION/DEPARTMENTS HAVE IDENTIFIED AND DOVETAILED THOSE ACTIVITIES THAT MUST BE CARRIED OUT IN HARMONY WITH OTHER SEGMENTS OF THE COLLEGE; AND WHETHER APPROPRIATE RESOURCES (BOTH HUMAN AND FISCAL) HAVE BEEN ALLOCATED TO PERMIT THE DIVISIONS/DEPARTMENTS TO CARRY OUT THE ACTIVITIES ESSENTIAL FOR THE ACHIEVEMENT OF OBJECTIVES. INCLUDE ANY OTHER COMMENTS, CRITICISMS, OR SUGGESTIONS FOR IMPROVING THE PLANNING SYSTEM.

PLANNING PREMISES, FY 1979-80: IDENTIFY INSTITUTIONAL GOALS AND OBJECTIVES THAT YOU THINK SHOULD BE ADOPTED FOR FY 1979-80, INCLUDING PRIORITIES AND ALTERNATIVES RELATED TO PROGRAMS, ORGANIZATION, PERSONNEL, FACILITIES, AND FINANCES. IDENTIFY EXTERNAL AND ENVIRONMENTAL INFLUENCES, E.G., GEOGRAPHICAL SERVICE AREAS, ECONOMIC TRENDS, RELATIONSHIPS WITH OTHER INSTITUTIONS, MARKETING TRENDS, ETC. ALSO, IDENTIFY ANY REVISIONS THAT YOU THINK SHOULD BE MADE IN COLLEGE POLICIES THAT WILL AFFECT REVENUES AND/OR COSTS.

LCC

PLANNING FORM III: PROGRAM OBJECTIVES AND PLANNED ACTIVITIES FOR ________

DEPARTMENT/DIVISION ______________________________ PAGE ________ OF ________

COMPLETED BY ______________________________ DATE ________

PROGRAM OBJECTIVES ARE TO BE LISTED IN PRIORITY ORDER FOR 1979-80

YEAR	PRIORITY	PROGRAM OBJECTIVE	RELATION TO COLLEGE'S LONG-RANGE PLAN	PLANNED ACTIVITY	RESOURCES REQUIRED	IMPLEMENTATION CODE

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DEFINITIONS

PROGRAM OBJECTIVE: A PROGRAM OBJECTIVE IS A DESIRED RESULT THAT FOLLOWS FROM A SET OF ACTIVITIES. BECAUSE IT IS A RESULT, A PROGRAM OBJECTIVE SHOULD BE:

1. CLEAR AND COMPREHENSIBLE
2. MEASURABLE OR VERIFIABLE
3. CAPABLE OF BEING COMPLETED WITHIN A SPECIFIED TIME

BECAUSE IT IS A DESIRED RESULT, A PROGRAM OBJECTIVE SHOULD:

1. BE RELATED TO AN INSTITUTIONAL GOAL
2. INDICATE CRITERIA FOR ITS EVALUATION
3. INDICATE THE RESOURCES REQUIRED FOR ATTAINING IT

PLANNED ACTIVITIES: PLANNED ACTIVITIES ARE THE MEANS FOR ACCOMPLISHING THE PROGRAM OBJECTIVE.

IMPLEMENTATION CODE:

A. TO BE ACCOMPLISHED WITHIN THE DEPARTMENT/DIVISION THROUGH MORE EFFICIENT USE OF CURRENT RESOURCES.

B. REQUIRES A DECISION BY THE DEAN, TO REALLOCATE THE ORGANIZATIONAL UNIT'S RESOURCES AMONG DEPARTMENTS/ DIVISIONS.

C. REQUIRES THE PRESIDENT AND/OR THE ADMINISTRATIVE CABINET TO REALLOCATE RESOURCES FROM OTHER ORGANIZATIONAL UNITS.

D. REQUIRES CLOSER COORDINATION, GREATER COOPERATION, AND MUTUAL PROBLEM-SOLVING AMONG THE VARIOUS DEPARTMENTS/ DIVISIONS, ORGANIZATIONAL UNITS, AND/OR THE COMMUNITY.

E. REQUIRES IMPROVEMENT IN COLLEGE SUPPORT SYSTEMS, PROCEDURES, ETC.

F. REQUIRES DEVELOPMENT OF COLLEGE POLICIES AND PROCEDURES.

G. REQUIRES ADDITIONAL RESOURCES FROM THE COLLEGE AND/OR EXTERNAL SOURCES.

olcc

PLANNING FORM IV: ADDITIONAL INFORMATION IN SUPPORT OF PROGRAM OBJECTIVES AND PLANNED ACTIVITIES FOR ________

DEPARTMENT/DIVISION ____________________ PAGE ____ OF ________

COMPLETED BY ____________________ DATE ____________

ADDITIONAL ASPECTS OF EACH PROGRAM OBJECTIVE LISTED ON PLANNING FORM III SHOULD BE DESCRIBED, INCLUDING RELATIONSHIP TO COLLEGE GOALS, CRITERIA FOR EVALUATION, TIME REQUIRED FOR IMPLEMENTATION, AND SPECIFIC RESOURCES AND BUDGETS REQUIRED.

YEAR	PROGRAM OBJECTIVE	PLANNED ACTIVITIES

(SEE DEFINITIONS ON REVERSE SIDE)

DEFINITIONS

PROGRAM OBJECTIVE: A PROGRAM OBJECTIVE IS A DESIRED RESULT THAT FOLLOWS FROM A SET OF ACTIVITIES. BECAUSE IT IS A RESULT, A PROGRAM OBJECTIVE SHOULD BE:

1. CLEAR AND COMPREHENSIBLE
2. MEASURABLE OR VERIFIABLE
3. CAPABLE OF BEING COMPLETED WITHIN A SPECIFIED TIME

BECAUSE IT IS A DESIRED RESULT, A PROGRAM OBJECTIVE SHOULD:

1. BE RELATED TO AN INSTITUTIONAL GOAL
2. INDICATE CRITERIA FOR ITS EVALUATION
3. INDICATE THE RESOURCES REQUIRED FOR ATTAINING IT

PLANNED ACTIVITIES: PLANNED ACTIVITIES ARE THE MEANS FOR ACCOMPLISHING THE PROGRAM OBJECTIVE.

IMPLEMENTATION CODE:

A. TO BE ACCOMPLISHED WITHIN THE DEPARTMENT/DIVISION THROUGH MORE EFFICIENT USE OF CURRENT RESOURCES.

B. REQUIRES A DECISION BY THE DEAN, TO REALLOCATE THE ORGANIZATIONAL UNIT'S RESOURCES AMONG DEPARTMENTS/DIVISIONS.

C. REQUIRES THE PRESIDENT AND/OR THE ADMINISTRATIVE CABINET TO REALLOCATE RESOURCES FROM OTHER ORGANIZATIONAL UNITS.

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E. REQUIRES IMPROVEMENT IN COLLEGE SUPPORT SYSTEMS, PROCEDURES, ETC.

F. REQUIRES DEVELOPMENT OF COLLEGE POLICIES AND PROCEDURES.

G. REQUIRES ADDITIONAL RESOURCES FROM THE COLLEGE AND/OR EXTERNAL SOURCES.

PLANNING FORM V: ORGANIZATIONAL UNIT PROGRAM OBJECTIVES, PLANNED ACTIVITIES, AND RATIONALE FOR ________

ORGANIZATIONAL UNIT ______________________________ PAGE ______ OF ______

COMPLETED BY ______________________________ DATE ____________

PROGRAM OBJECTIVES ARE TO BE LISTED IN PRIORITY ORDER FOR 1979-80

YEAR	PLANNING UNIT PRIORITY	ORGANIZATIONAL UNIT PRIORITY	PROGRAM OBJECTIVE	MAINTENANCE, IMPROVEMENT, NEW, OR REDUCTION OR DELETION	RELATION TO COLLEGE'S LONG-RANGE PLAN	RELATION TO ORGANIZATIONAL UNIT'S GOALS AND OBJECTIVES	SUPPORTIVE INFORMATION	PLANNED ACTIVITY	RESOURCES REQUIRED	IMPLEMENTATION CODE

DEFINITIONS

PROGRAM OBJECTIVE: A PROGRAM OBJECTIVE IS A DESIRED RESULT THAT FOLLOWS FROM A SET OF ACTIVITIES. BECAUSE IT IS A RESULT, A PROGRAM OBJECTIVE SHOULD BE:

1. CLEAR AND COMPREHENSIBLE
2. MEASURABLE OR VERIFIABLE
3. CAPABLE OF BEING COMPLETED WITHIN A SPECIFIED TIME

BECAUSE IT IS A DESIRED RESULT, A PROGRAM OBJECTIVE SHOULD:

1. BE RELATED TO AN INSTITUTIONAL GOAL
2. INDICATE CRITERIA FOR ITS EVALUATION
3. INDICATE THE RESOURCES REQUIRED FOR ATTAINING IT

PLANNED ACTIVITIES: PLANNED ACTIVITIES ARE THE MEANS FOR ACCOMPLISHING THE PROGRAM OBJECTIVE.

IMPLEMENTATION CODE:

A. TO BE ACCOMPLISHED WITHIN THE DEPARTMENT/DIVISION THROUGH MORE EFFICIENT USE OF CURRENT RESOURCES.

B. REQUIRES A DECISION BY THE DEAN, TO REALLOCATE THE ORGANIZATIONAL UNIT'S RESOURCES AMONG DEPARTMENTS/DIVISIONS.

C. REQUIRES THE PRESIDENT AND/OR THE ADMINISTRATIVE CABINET TO REALLOCATE RESOURCES FROM OTHER ORGANIZATIONAL UNITS.

D. REQUIRES CLOSER COORDINATION, GREATER COOPERATION, AND MUTUAL PROBLEM-SOLVING AMONG THE VARIOUS DEPARTMENTS/DIVISIONS, ORGANIZATIONAL UNITS, AND/OR THE COMMUNITY.

E. REQUIRES IMPROVEMENT IN COLLEGE SUPPORT SYSTEMS, PROCEDURES, ETC.

F. REQUIRES DEVELOPMENT OF COLLEGE POLICIES AND PROCEDURES.

G. REQUIRES ADDITIONAL RESOURCES FROM THE COLLEGE AND/OR EXTERNAL SOURCES.

LONG-RANGE PLANNING, FY 1980-84,

INFORMATION FOR PLANNING

This document contains pertinent forecasts of external and internal factors that are likely to have an impact on LCCC's educational and support programs over the period FY 1980-84. In addition, planning premises for FY 1980 as well as concerns and issues are presented. Forecasting is an inexact science and unforeseen circumstances may alter the predicted future environment of the College. However, if LCCC is to plan adequately for its future, it must have some indication of the most likely environment in which it will operate. The information contained in this document is based primarily on input provided through Planning Form II.

LCCC FORECASTS AND IMPLICATIONS FY 1980-84

Long-Range Population Trends

The increasing size and the changing composition of the population served by LCCC (primarily Lorain County) can be expected to have an impact on the educational programs and services designed to serve that population. The growth of Lorain County is projected to continue to increase at a rate of more than 2 percent per year, primarily as a result of the in-migration of people, particularly from nearby Cuyahoga County. The most notable feature of the composition of this population will be the increase in the number of persons between the ages of 20-45. The number of resident live births in the County has decreased since 1960; this has resulted in a decrease in the number of 18-21 year olds in the population. (See Long-Range Plan, pp. 17-22.) Although the total population continues to increase, there are large variations in growth rates among areas of the County and the population growth has begun to shift to suburban areas.

Implications for LCCC

- The College should continue its planning for serving an older student population.
- The demand for continuing education and lifelong learning programs that serve the needs of a generally older population will increase.
- There will be an increase in the proportion of students enrolled in evening programs, programs designed for part-time students, and programs that emphasize improving career skills as distinguished from traditional university-parallel programs.
- Increased emphasis should be placed on recruiting students from groups currently underrepresented.
- The College should investigate the possibilities for increasing utilization of off-campus sites in order to reach individuals in outlying areas.

Enrollment Trends

Nationally, enrollments in community colleges are expected to increase at a lower rate than in the past decade. Continuing the trends of the past three years, LCCC's headcount enrollment is expected to grow but FTE enrollment is expected to remain stable. The Ohio Board of Regents, in its January, 1978 report, Forecasts of High School Graduates, Primary and Secondary Enrollments, forecast a peak in the number of Lorain County high school graduates in 1978-79. For the period 1978-83, the number of high school graduates in the County is expected to decline by 17.5 percent or from 4,218 to 3,481. Both nationally and locally, a decline is also projected in the numbers of "traditional" entering students, i.e., recent high school graduates entering as full-time students. The number of full-time freshmen from Lorain County attending Ohio's public postsecondary institutions is decreasing and LCCC's market share of those students is also decreasing.

The proportion of LCCC students 25 years of age or older increased from 25 percent in 1969 to 45 percent in 1978. The College has also experienced an increase in the number of female students and in the number of evening students. It is clear that the patterns of the past two to three years will have to continue in order for LCCC to maintain existing enrollment levels. In other words, new enrollments must be the result of increasing numbers of part-time students, female students, and older students who recognize the need for lifelong learning.

Implications for LCCC

- There is a need for increased marketing activity as well as a market analysis to find out who our students are and who our competition is (including organizations within the community).
- Physical resources and personnel may need to be reallocated in light of new growth areas, areas with declining enrollments, and the increasing numbers of evening and part-time students.
- It is imperative that the College review the scheduling of classes to ensure that it effectively meets the needs of the increasing numbers of part-time, evening, and women students.
- The fact that FTE enrollment is expected to remain stable has financial implications for the College.
- The College will need to address the effect a stabilizing enrollment will have on faculty attitudes (e.g., resistance to change) and on feelings of job security.
- Counseling, testing, and placement services must be evaluated and modified as appropriate in light of the changing student population.
- Program and curriculum revisions must be tailored to the fact that the College has a changing student population.

Economic Trends

Inflation has had, and will continue to have, a profound impact on the resource allocation and expenditure decisions of the College. According to the Higher Education Prices and Price Indexes (1978 Supplement), inflation in the postsecondary education sector is currently 7 percent. In some sectors of the economy critical to higher education (e.g., construction), inflation is substantially higher. An average rate of inflation of 7 to 9 percent is projected through the planning period.

The total labor force in Lorain County is expected to continue to increase along with the size of the overall population and the number of persons in the 20-45 age group. The current rate of unemployment for the County, 5.4 percent, is expected to remain relatively stable since the growth of employment opportunities is expected to continue through the mid-1980's (see Long-Range Plan, pp. 23-24). Overall, however, local and national economic indicators are not good, and some forecasters are predicting a recession. Although unemployment in Lorain County should remain stable at about 5.5 percent, a recession coupled with the current rate of inflation would severely affect young unskilled workers and individuals currently unemployed.

Implications for LCCC

- The current rate of inflation will continue to have a substantial impact on the size of the College's expenditures for goods and services. Anticipated overall inflation rates of 7-9 percent will be reflected in the College's budget through FY 1984 in the form of higher prices for manpower, supplies, and equipment.

- LCCC's educational program planning should take into account the substantial demand for service and white collar personnel. In addition, the current labor market demand for blue collar workers, such as machinists, mechanics and other skilled personnel, such as engineers, should be addressed.
- There is a need to consider greater utilization of existing equipment.
- There is a need to examine increased costs experienced by current students for things such as textbooks, transportation, etc.
- As interest rates go up, interest income will continue to increase.
- There is a need to determine the effect of unemployment on both College enrollment and specific program enrollment.
- The College may modify its system for charging agencies and groups for use of LCCC facilities and services.
- If LCCC expects to increase enrollment on the part of individuals who are currently unemployed, the College will have to develop specific educational career training programs directed toward youth, minorities, and other specific groups who are heavily unemployed.

Social Trends

An increasing number of adults are returning to college to upgrade existing skills and acquire new ones. Within this group, an increasing number of women are seeking career training for entry or re-entry into the work force. Increased emphasis has been placed upon the role of the community college in the preparation of traditional students for the job market since, for example, educational requirements for technical fields are increasing. "Relevance" continues to have an impact in terms of student needs, interests, and values; this includes personal relevance, social relevance, educational relevance, and, perhaps most importantly, economic relevance. Other social trends include: (1) the general shift of employment opportunities from manufacturing to service industries, (2) changes in the life style and family structure of the general population, (3) an increasing number of retirees and senior citizens seeking ways to utilize available time in educational and recreational activities, and (4) an increase in the illiteracy rate among the general public.

Implications for LCCC

- LCCC's enrollment of women can be expected to continue to increase as the need for career-oriented education increases.
- The College will need to ensure that facilities and services are available to accommodate different students and different needs (e.g., child care, counseling).
- New and innovative strategies for delivering lifelong educational programs to community citizens will be increasingly important in the future.
- In order to update skills, pursue new careers, and meet family and economic obligations, more and more individuals will increasingly "stop" in and out of the educational system throughout their lives. The College's programs and services must continue to be flexible enough to accommodate the needs of such individuals.
- The College should develop a means for monitoring various trends in order to develop community programs in specific "demand" areas.
- The College should anticipate the development of additional 2 + 2 programs to meet increasing educational needs.
- The College should explore alternatives for meeting the demand for relevance through instructional innovation, experiential education, non-degree programs, degree programs for new learners, individualized instruction, innovative approaches to student development, instructional technology, etc.
- The College should develop an increased awareness of manpower requirements, should expand cooperative education programs, and should maintain an acute sensitivity to the current emphasis on education for careers.

- The College should develop adult training/learning "packages" which can be delivered "on-the job", off-campus, on weekends, in the evenings, etc.
- The College should continue to strive to meet the needs of underprepared students through developmental education and other programs targeted for specific groups.

Financial Trends

Financial resources represent a fairly rigid constraint for the College. Little can be done to enlarge the pool of resources available; expenditures must be planned within the context of the projected income over the next several years. Efforts such as Proposition 13 and the repeated failures of tax levies in Lorain County are indicative of a trend on the part of the citizens to reduce taxation. The College will face a tax renewal levy during FY 1980-84 since the current levy expires in January, 1984. In addition, the new biennium has a number of unknowns in terms of whether the College will have a subsidy buffer or cushion. Financial barriers to post-secondary education continue to increase as the tuition gap between public and private institutions widens. Within this context, there is increased competition for major sources of income, particularly state aid.

Implications for LCCC

- The College needs to consider adopting a different fee structure, one which would appropriately reflect the varying costs involved for full-time and part-time students and for different programs.
- The College needs to begin to develop its strategy for levy renewal.
- The College needs to find alternative ways to address financial concerns which are arising as a result of declining FTE enrollment.

Institutional Control Trends

The College will continue to maintain membership in the North Central Association of Colleges and Schools and will seek reaffirmation of accreditation by the end of FY 1984. Controls and requirements on the part of the Federal Government will continue to increase, particularly as they relate to affirmative action, program audits, financial aid, and handicapped students. Requirements by the Federal Government and other external agencies will continue to set parameters within which the College must operate.

Implications for LCCC

- College planning activities must take into account provisions, rules, and regulations of external agencies.

Physical Resources Trends

The opening of the new Humanities/Fine Arts Center in January, 1980 will constitute the primary addition to the College's physical facilities over the period FY 1980-84. Maintenance and upkeep needs, particularly preventive measures, will increase with the new facility and with the age of the overall facilities of the college. Computer equipment and software development will continue both in the academic and administrative areas.

Implications for LCCC

- The opening of the Humanities/Fine Arts Center will attract new students to the programs offered in the new facility.

- Administrators, faculty, and students can expect to be able to utilize flexible and integrated computer-assisted student information, financial management, and personnel/payroll systems.
- The College will need to investigate methods to better utilize classroom space and equipment if additional facilities are not built.
- There is a need to reevaluate and reallocate existing facilities in the College to growth areas.
- The College will review and update its six-year capital plan.

Human Resources Trends

Some characteristics of the pattern of human resources that will be available to the College over the period FY 1980-84 can be readily modified and should flow from the goals and programs developed for the period. Other characteristics of the College's human resources are relatively inflexible and will constitute constraints in the development of plans. Since enrollment is expected to stabilize, little or no growth will occur in human resources, except in areas of new programs or specific enrollment thrusts identified through the planning process. Turnover of faculty and administrative staff has been relatively low, 4-5 percent, and should continue at that rate. The opening of the Humanities/Fine Arts Center will result in some increases in personnel.

Inplications for LCCC

- The College should continue its management development and staff training activities and should consider faculty retraining in order to increase effectiveness and efficiency and to enhance creativity, imagination, and state-of-the-art awareness.
- When new personnel (particularly faculty) are needed, the College should seek to employ individuals who are flexible and have more than one area of expertise. This will enable easier transfer between program areas if required.

- The College needs to develop a retrenchment policy in the event of continued enrollment declines in specific areas.

- The College needs to address the problem of supervision of part-time faculty.

- The College needs to orient faculty and other personnel so that they are better equipped to deal with nontraditional students.

- The College needs to prepare for the impact that economic restraints will have on employee motivation, job satisfaction, and morale.

- The College needs to further develop management techniques to increase effectiveness, particularly in light of the projected limited growth in additional personnel.

- The College needs to consider various options for dealing with areas that have become overstaffed because of changing enrollment patterns (e.g., cooperative arrangements with other institutions, retraining personnel, etc.).

PLANNING PREMISES, FY 1979-80

Enrollments

- Planning for credit courses for FY 1979-80 should be based on a projected fall headcount of 5,805 and 3,250 FTE students.
- Planning for noncredit programs for FY 1979-80 should be based on a projected fall headcount of 2,600 and 228 FTE students.
- Planning for FY 1979-80 should take into account some increase in student enrollment from Cuyahoga County because of the I-90 completion, and further expansion of programs in Medina County.
- Planning for FY 1979-80 should include further enhancements to the existing on-line financial aid system.
- Planning for FY 1979-80 should include implementation of a needs assessment study aimed at identifying and increasing enrollments of selected target groups.
- Planning for FY 1979-80 should include more intensive marketing strategies aimed at specific target groups (women, etc.).
- Planning for FY 1979-80 should include the revision of student registration materials, promotional materials (catalog, schedule of classes, curriculum brochures, A-V materials, etc.) and student forms (application, class registration, etc.)
- Planning for FY 1979-80 should include investigation of telephone registration.
- Planning for FY 1979-80 should continue to emphasize the scheduling of classes to meet specific needs of evening and part-time students.

College Programs and Services

- Planning for FY 1979-80 should anticipate an increase in certain categories of students (women, senior citizens) and the need to develop programs to meet their unique needs (specialized orientation, counseling, etc.).
- Planning for FY 1979-80 should include an expansion of non-traditional educational programming: IET modular program, TV courses, courses by newspaper, off-campus courses, weekend classes, credit-in-escrow, etc.

- Planning for FY 1979-80 should be designed to facilitate the transfer of some student extra-curricular programs (music, theatre, etc.) to the Division of Language and Humanities.
- Planning for FY 1979-80 should include the investigation of new programs to meet changing student and community needs.
- Planning for FY 1979-80 should include the extension of credit-in-escrow for a greater number of high school students to fill the void resulting from school levy defeats.
- Planning for FY 1979-80 should include the initial implementation of the program review and evaluation procedure.
- Planning for FY 1979-80 should include implementation of the OBOR five-year technical program review.
- Planning for FY 1979-80 should include the development of an arts program consistent with LCCC's mission.
- Planning for FY 1979-80 should include the development of new programs, such as an Associate Degree in Technical Studies (Labor Studies, Nuclear Medicine) and a Certificate of Proficiency in Respiratory Therapy.

Planning

- Planning for FY 1979-80 should include the refinement of the annual planning and budgeting processes and procedures.
- Planning for FY 1979-80 should include the updating of the long-range plan.
- Planning for FY 1979-80 should include the implementation of the NCHEMS project-Information for Decision Making.

Human Resources

- Planning for FY 1979-80 should include in-service training programs for faculty, administrative, and classified staff; part of this training should deal with changing characteristics of the student population.
- Planning for FY 1979-80 should include the implementation of a computerized personnel file system.

- Planning for FY 1970-80 should include the scheduling of staff during evening and weekend hours to service an increasingly part-time student population.
- Planning for FY 1979-80 should provide for personnel (security, maintenance, faculty, etc.,) requirements needed as a result of the Humanities/Fine Arts Center.
- Planning for FY 1979-80 should include the development of policies and procedures providing for closer coordination between full-and part-time faculty and between programs.
- Planning for FY 1979-80 should include an examination of alternatives for reallocating personnel as a result of changing institutional needs.

Physical Resources

- Planning for FY 1979-80 should take into account space requirements needed because of areas of growth.
- Planning for FY 1979-80 must provide for items currently included in the 1979-81 Capital Plan: BH building remodeling, fire alarm and security systems, tunnel and courtyard repairs, etc.
- Planning for FY 1979-80 should include the installation of a new telephone system.
- Planning for FY 1979-80 should include modifications and remodeling as a result of the Energy Maxi Audit.
- Planning for FY 1979-80 should include repairs and/or preventive maintenance required as a result of the annual evaluation of buildings.
- Planning for FY 1979-80 should take into account the needs of auxiliary services: bookstore, data processing, crime laboratory, etc.

Financial Resources

- Planning for FY 1979-80 should include the probability of an increase in student fees and charges.
- Planning for FY 1979-80 should anticipate a continuing need for more stringent energy conservation measures.

- Planning for FY 1979-80 should anticipate an inflation rate averaging 7-8 percent for FY 1979-80.
- Planning for FY 1979-80 should anticipate the implementation of the financial accounting system.
- Planning for FY 1979-80 must take into account the new Humanities/ Fine Arts Center - (staffing, utilities, etc.).
- Planning for FY 1979-80 should include changes in subsidy resulting from changes in reporting of FTE enrollment.

Policies/Procedures

- Planning for FY 1979-80 should include the development of procedures governing emergencies.
- Planning for FY 1979-80 should include the development of procedures for off-campus programs.

CONCERNS AND ISSUES

Enrollment

- Recruit students
- Programs and services for women, e.g., child care, etc.
- Conduct attrition, retention, and graduate follow-up studies
- Analyze changing enrollment mix
- Coordinate information for prospective students and visitors (admissions, financial aid, information booth, etc.)
- More communication with high school counselors
- Simplify and coordinate registration, fee payment, billing, parking, financial aid, student I.D. procedures
- Develop new college publications and displays to attract students
- Recruit academically talented students
- Educate and train faculty to better deal with older students
- Expand off-campus offerings
- Develop LCCC as a cultural center in the community
- Expand and/or modify counseling and advising services for new students, (e.g., women, older students, handicapped, etc.)
- Increase efforts to attract students into certain programs
- Recruit "new" sources of enrollments
- Examine the scheduling of classes as a method of attracting students

Programs and Services

- Develop shorter paraprofessional programs to meet societal changes
- Develop new fine arts programs and courses to serve students and the community
- Coordinate scheduling and course content among divisions

- Test student competencies for course placement
- Coordinate College programs and courses with high schools curricula
- Evaluate our commitment to a two-year liberal arts program
- Offer more upper-division courses
- Offer more continuing education programs for professional development
- Investigate new programs, e.g., hospice, child care, two-year career programs in humanities/social science, etc.
- Increase contact with business and industry for curriculum review
- Consider alternative teaching methods
- Enhance computer services to improve administrative procedures, student record/registration systems and management decision making; need to coordinate programming to avoid duplication of efforts
- Evaluate programs to ensure they are keeping pace with technological advances
- Develop more 2 + 2 programs in cooperation with four-year institutions to facilitate transfer
- Investigate and develop sources of funding for academic "no need" scholarships
- Insure educational quality along with growth

Human Resources

- Expand staff in growth areas
- Maintain morale and sense of community within the College
- Expand staffing and services in the evening, weekends, etc.
- Provide career and job training for classified staff
- Upgrade salaries in some areas to attract and keep qualified people
- Provide released time or stipends for program development
- Provide in-service training for part-time faculty

- Increase faculty contact with business and industry to keep faculty aware of changes in technology
- Insure accountability and quality of part-time faculty and coordiante part-time and full-time faculty
- Reduce "administrative" responsibilities of faculty
- Assign full-time faculty to evening and weekend classes as part of regular load
- Provide in-service programs to enhance professional growth of faculty and staff.
- Investigate staffing needs and alternative staffing patterns, e.g., use of faculty, staff, students, paraprofessionals, etc.
- Consider future administrative organization of the College in light of projected growth
- Determine LCCC's commitment to affirmative action, EEO. etc.
- Understand the relationship between departmental and College objectives
- Investigate the use of full-time faculty to teach community education courses as part of regular load

Physical Resources

- Investigate coordination of resources which are scattered throughout the campus
- Establish a preventive maintenance program
- Develop a plan and timetable for expansion of physical education facilities
- Inventory existing equipment and identify and replace obsolete equipment
- Examine space utilization and allocation procedures as a result of changing enrollment mix and provide more space to growth areas
- Provide adequate security measures for equipment
- Reinstitute energy conservation measures
- Make changes to accommodate handicapped students
- Provide additional equipment in growth areas and replace equipment no longer usable

- Expand word processing center for College-wide use

Financial

- Plan for tuition increase
- Review policies governing facilities and services provided to external agencies
- Extablish a two-year budget
- Consider economies of scale, e.g., publishing a two-year catalog
- Seek full reimbursement for non-credit, off-campus courses
- Determine costs of programs
- Consider expansion of some support services, i.e., bookstore, etc.
- Secure grants to explore alternative teaching strategies, and non-traditional and experimental programs.

FY 1979-84 LONG-RANGE PLANNING OBJECTIVES

Long-Range Plan Chapter	Year	ORGANIZATIONAL UNIT RESPONSIBILITY				
		Cabinet	President	Instruction	Student Services	Business Services
II	1978-79	11*	2*,7*	4*,10*	6*	5*
	1979-80	--	8*	3	9*	--
	1980-84	--	1	--	--	--
IV	1978-79	--	2*	8,12A, 14*	1*,5*,7*,11*,17,18*	--
	1979-80	3, 21	6*,10*,15B	9,13*,15A,16,20	4,19A	--
	1980-84	12B	13,19B	--	--	--
V	1978-79	1*,4*,5*,8*,11,13*,14*	2*,3*,7*	--	--	--
	1979-80	--	--	--	--	--
	1980-84	10, 12	9	6	--	--
VI	1978-79	3A*, 6*,8*,9*	--	--	1	3B
	1979-80	4,5A,7	--	5B	--	--
	1980-84	--	--	--	2	--
VII	1978-79	10*	--	1,8*,9*	--	2*,3*,4,6*
	1979-80	--	--	--	--	7
	1980-84	--	--	--	--	5
VIII	1978-79	--	6	--	--	1*,8*
	1979-80	7	3*	4*	--	6
	1980-84	2	--	--	--	4,5
IX	1978-79	4*	2*,3*	--	1*,2*	--
	1979-80	5	--	--	--	--
	1980-84	7*	8*	--	--	6

*RECURRING OBJECTIVE

LORAIN COUNTY COMMUNITY COLLEGE STUDENT ENROLLMENT AND FISCAL PROJECTION SUMMARY, 1977-78 THROUGH 1983-84

	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84
Student Enrollments							
Fall Full-Time Equivalent	3,263	3,251	3,250	3,230	3,235	3,330	3,350
Subsidy Full-Time Equivalent	3,272	3,238	3,250	3,230	3,335	3,230	3,340
Fall Headcount	5,494	5,634	5,805	5,985	6,220	6,455	6,695
Income (000's)							
State Subsidy	$3,630	$3,932	$4,224	$4,676	$5,011	$5,352	$ 5,922
State Department of Education	230	150	150	150	150	150	150
Student Fees	1,466	1,497	1,516	1,504	1,506	1,504	1,555
County Levy	1,163	1,234	1,250	1,400	1,500	1,600	1,700
Other	349	326	326	340	355	370	385
Total Available Income	6,838	7,139	7,466	8,070	8,522	8,976	9,712
Expenditures							
Compensation	$5,067	$5,368	$5,744	$6,146	$6,576	$7,036	$ 7,528
Non-Compensation	1,601	1,732	1,897	2,077	2,274	2,490	2,727
Total Expenditures	6,668	7,100	7,641	8,223	8,850	9,526	10,255
Excess (Deficit) Income over Expenditures (000's)	$ 170	$ 39	$ (175)	$ (153)	$ (328)	$ (550)	(543)
Cumulative Excess (Deficit) Income over Expenditures (000's)	$ 170	$ 209	$ 34	$ (119)	$ (447)	$ (997)	$(1,540)

LORAIN COUNTY COMMUNITY COLLEGE

INCOME AND EXPENDITURE PROJECTIONS, 1977-78 THROUGH 1983-84

Assumptions

Student Enrollment

- The fall headcount/1000 population ratio, currently at 19.8 is expected to increase at the rate of 0.3/year.
- The fall FTE/headcount ratio, currently at .58, is expected to decrease to .50.
- Summer FTE is projected at 230 FTE (2 terms); Winter FTE is projected at 90 percent of Fall FTE; Spring FTE is projected at 92 percent of Winter FTE.
- FTE by residency is projected at 875 (in-county), .115 (out-of-county), and .01 (out-of-state).
- Subsidy FTE is projected at approximately 93 percent of the Summer plus Fall FTE.

Income

- Student tuition rates are projected to remain at the current rates of $10, $14, and $19, for in-county, out-of-county, and out-of-state students, respectively.
- State subsidy projections are based on an estimated $1,214/subsidy FTE for 1978-79. State subsidy for 1979-80 and 1980-81 are based on the rate structure in the Ohio Board of Regents recommended 1979-81 Higher Education Budget. Beyond this, state subsidy is projected to increase by approximately seven percent annually. The distribution of FTE, by program level, is projected to remain constant. State aid, projected on this basis, will increase to approximately 58 percent of current operating costs by 1983-84.
- Local tax appropriations are expected to continue to provide 16-17 percent of total operating costs.
- State Department of Education grants are projected at $150,000 per year.
- Other income is projected to increase annually at a rate of four to five percent.

Expenditures

- Instructional and general expenditures are forecasted at $7,100,000 or $2,047/FTE (Summer plus Fall) for 1978-79. Expenditure projections were made by applying an annual increase of seven percent for compensation items, and a nine and one-half percent increase to non-compensation items as assumed by the Ohio Board of Regents in the Biennial Budget Request, 1979-81.

LORAIN COUNTY COMMUNITY COLLEGE

INCOME AND EXPENDITURE PROJECTIONS, 1977-78 THROUGH 1983-84

Assumptions

A. State Subsidy

Year	Subsidy FTE	Average Subsidy Rate Per FTE	Projected Subsidy ($000's)
1977-78	3,272	$1,109	$3,630
1978-79	3,238	1,214	3,392
1979-80	3,250	1,300	4,224
1980-81	3,230	1,148	4,676
1981-82	3,235	1,549	5,011
1982-83	3,230	1,657	5,352
1983-84	3,340	1,773	5,922

B. Student Fees

Year	Student Credit Hours	Effective Rate Per Student Credit Hour	Projected Fee Income ($000's)
1977-78	139,756	$10.49	$1,466
1978-79	141,750	10.55	1,497
1979-80	143,475	10.55	1,516
1980-81	142,515	10.55	1,504
1981-82	142,725	10.55	1,506
1982-83	142,515	10.55	1,504
1983-84	147,435	10.55	1,555

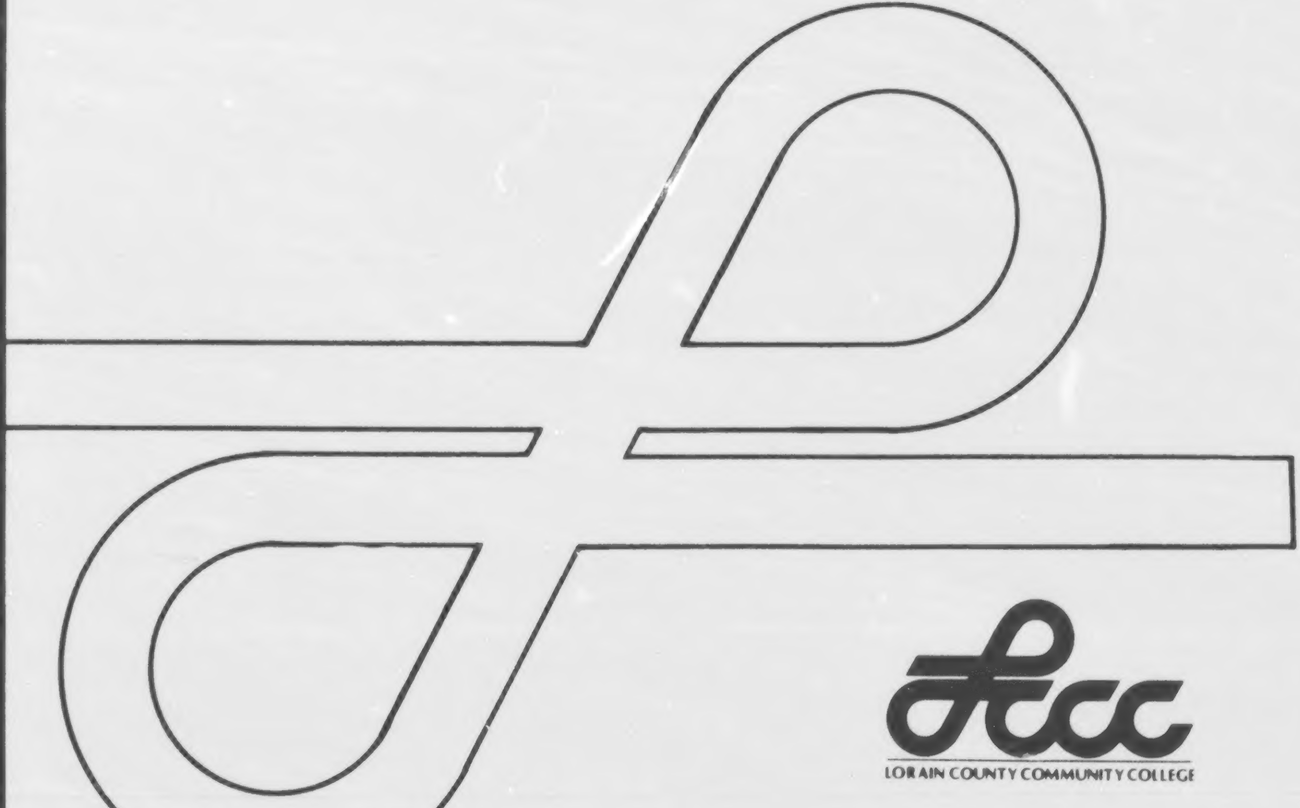
C. Expenditures

Year	Summer & Fall FTE	Average Expenditures Per FTE	Projected Expenditures ($000's)
1977-78	3,428	$1,945	$ 6,668
1978-79	3,469	2,047	7,100
1979-80	3,480	2,196	7,641
1980-81	3,460	2,377	8,223
1981-82	3,465	2,554	8,850
1982-83	3,460	2,753	9,526
1983-84	3,580	2,864	10,255

LONG-RANGE PLAN
FY 1980-84

PROGRAM OBJECTIVES AND ACTIVITIES

JULY, 1979



LORAIN COUNTY COMMUNITY COLLEGE

LONG-RANGE PLANNING OBJECTIVES, FY 1979-80
PRIORITY 1

PROGRAM OBJECTIVE	ORGANIZATIONAL UNIT	RELATION TO COLLEGE'S LONG-RANGE PLAN	PLANNED ACTIVITY
Financial Planning	President	LRP VIII-1 LRP VIII-4	Conduct a comprehensive analysis of income and expenditures; revise and update financial plans
Cultural Leadership	President, College Relations	LRP II-8 LRP IV-21 LRP VI-8	Develop plans (staffing, operations, and program) for the opening of the Humanities/Fine Arts Center; provide funding for grand opening activities
Community Needs	Institutional Planning & Research, College Relations, Data Processing Services	LRP II-2 LRP IV-2 LRP IX-3	Conduct needs assessment surveys and market analysis
Marketing	College Relations	LRP IV-1	Provide support for college marketing and enrollment enhancement efforts
Program Review and Evaluation	Institutional Planning & Research, Data Processing Services	LRP IV-2	Assist in implementing the NCHEMS program evaluation project; assist in preparing for OBOR Five-Year Program Review
Management Information and Analysis	Institutional Planning & Research, Data Processing Services	LRP VIII-6 LRP VIII-7	Assist in implementing cost modeling procedures and other analytical tools
Energy Conservation	Physical Plant, Controller	LRP VII-6	Complete and evaluate results of maxi-audit; research other energy conservation measures; analyze energy consumption and costs
Capital Equipment	Purchasing	LRP VII-2	Purchase and install new and replacement equipment (Humanities/Fine Arts Center and BH/PS building renovation project); assist in planning and installing of telephone switchboard equipment
Financial Accounting	Dean of Business Affairs, Controller	LRP VIII-6	Complete implementation of Financial Accounting System (FAS); develop and implement computerized purchase ordering system; incorporate FAS into budget process
Financial Planning	Dean of Business Affairs, Controller	LRP II-5 LRP VIII-1 LRP VII-3 LRP VIII-4 LRP VIII-8	Conduct a comprehensive analysis of income and expenditures; revise and update financial plans and financial review of auxiliary enterprises; assist in refining cost modeling procedures
Student Enrollment	Controller	LRP IV-3	Review fee payment procedures, void dates, refund policy, deferrments, etc.
Student Enrollment	Admissions	LRP II-6 LRP IV-1 LRP IV-17	Participate in marketing committee activities; expand community outreach programs (malls, libraries, clubs, fairs, special schedules and flyers; public/social service agencies); develop promotional materials, displays, demonstrations, audio visual program, LCCC picture postcard, prospective student follow-up mailings; expand recruitment activities aimed at minority students (scholarship programs, brochures, Spanish social service center college night, home visitations with Spanish families); expand high school recruitment activities (high school visitations, directory of LCCC staff available as resource contacts/speakers, college/career fairs, LCCC faculty/high school faculty meetings, conduct parent workshops); expand industrial/business/labor recruitment (industrial business visitations, on-campus group registrations, special promotional materials and mailings); recruit increased participation of college personnel (students, staff, administrators, faculty) in recruitment activities; provide in-service training; increase recruitment of low income groups and those individuals unemployed (workshops in cooperation with Metropolitan Housing Authority, Youth Services, Ohio Bureau of Employment Services; increase recruitment activities aimed at area newcomers (Welcome Wagon representatives); increase recruitment activities aimed at out-of-county (Medina, Cuyahoga) students; increase recruitment activities aimed at women students (special brochures, special workshops); participate in University of Toledo/LCCC and CETA Bilingual/Bicultural teacher education program (42 students); maintain veteran enrollment (continue recruitment at malls, fairs, military service agencies, follow-up on discharges, special brochures and flyers, continued advertisement, special veteran's workshop); establish on-campus career information workshops utilizing faculty, county resource people, and other resources in the county; expand credit-in-escrow program

PROGRAM OBJECTIVE	ORGANIZATIONAL UNIT	RELATION TO COLLEGE'S LONG-RANGE PLAN	PLANNED ACTIVITY
Enrollments/ Marketing	Financial Aid	LRP II-5 LRP IV-17	Increase utilization of financial aid programs to attract new students
Career Development	Counseling	LRP IV-7	Incorporate OCIS into career development program, develop training program for counselors; develop promotional materials to inform students, faculty, etc.
Student Retention	Admissions	LRP IV-6	Assist in the development and implementation of attrition and retention studies; conduct mini career workshops for current students
Staff Development	Admissions, Security	LRP VI-6	Provide in-service training for security personnel (state certification - 120 hours, certified first aid, etc.); in-house workshops on career counseling, women, handicap awareness for admissions personnel; admissions personnel to attend workshops; divisional meetings and classes to learn about divisional programs
Image Development	Admissions, Security	LRP VI-3a	Develop and administer questionnaire to assess image of security; modify uniform for security officers; admissions office sign and office directory
Developmental Education Program Development	Developmental Education	LRP II-3 LRP II-9 LRP IV-11 LRP IV-16	Develop basic algebra modules; develop variable credit/continuous enrollment writing course; develop a DVED speech course; develop a comprehensive plan for publicizing DVED programs; expand student accessibility to placement testing
Management Information and Analysis	Instructional Services	LRP VIII-4 LRP VIII-7 LRP IX-5	Implement cost modeling procedures; develop recommendations for program and organizational revisions; examine increasing student costs for textbooks and instructional supplies; examine the need for reinstituting lab fees
Program/ Curriculum Review and Evaluation	Instructional Services	LRP IV-9 LRP IV-12a LRP IV-15a	Review policy and procedures for credit/placement by examination; implement revised athletic program; review and adopt college-wide program review and evaluation policies and procedures; prepare OBOR 5-year technical program review; develop graduate and employer follow-up surveys (e.g., Health Technology programs, etc.), review and evaluate existing programs (e.g., ORT, Social Science/Public Service, Nursery School Assisting, HPER, etc.); conduct study of HPER athletic program; review and update course syllabi and incorporate changes (e.g., gerontology, basic science etc.); develop curriculum guides for preprofessional programs; secure accreditation of MLT program; establish advisory committees for apprenticeship training and EMS programs; implement system to evaluate DWI program objectives
Student Enrollment	Instructional Services	LRP II-3 LRP II-10 LRP IV-1 LRP IV-3 LRP IV-8 LRP IV-16	Expand contacts with business, industry and social service agencies; develop promotional materials describing availability of college programs (mailing lists, brochures, news releases); sponsor information sessions with business/industry training directors; develop and expand the use of advisory committees (social science/public service, community education); review needs assessment data, develop new orientation programs (e.g., prospective students, community education, etc.); promote credit-in-escrow offerings (tours, demonstrations, exchanges, etc.); increase college visibility by increasing public use of college facilities; increase recruitment of student athletes; develop videotape "LCCC Story"; review scheduling of classes, exams, etc.; investigate demand analysis as a basis for scheduling of classes; develop policy and procedures for awarding of CEU's; develop and implement "Back-to-School" seminar series; publish quarterly calendar of community education women's programs; develop programs for specific target groups (e.g., senior citizens women, etc.); expand transfer agreements with four year schools; increase contact with high school faculty; investigate implementation of placement testing program

PROGRAM OBJECTIVE	ORGANIZATIONAL UNIT	RELATION TO COLLEGE'S LONG-RANGE PLAN	PLANNED ACTIVITY
Program Development	Instructional Services	LRP II-2 LRP II-3 LRP IV-13 LRP IV-16 LRP IV-20 LRP IV-21 LRP VIII-3	Develop specific curriculum (3 fine arts concentrations) as a result of opening of Humanities/Fine Arts center; assist in development of arts image (e.g., sponsor theatre music productions, film series, art exhibitions, high school theatre festival, creative writing workshops, etc.); expand one-plus-one and two-plus-two programs in conjunction with other institutions (e.g., Respiratory Therapy Program, etc.); develop and implement interdisciplinary courses (PEDS proposal) and special topic course offerings; expand community education programs aimed at area professionals; develop Associate Degree in technical studies (labor studies, nuclear medicine); facilitate the transfer of some student co-curricular programs to the Division of Language and Humanities; explore potential community forum series; implement revised curriculum (first year Associate Degree Nursing, Practical Nursing, second year MLT and RT); examine need for new programs (Nurse Practitioner, Social Services, Bio-Tech); help establish Ohio Community College Athletic Association; investigate need to expand upper division and graduate courses in cooperation with other institutions; develop and implement two new apprenticeship training packages; expand community education programs (e.g., industrial fire brigade, EMS program, special interest seminars, etc.); prepare and submit grant applications for funding of new programs (e.g., Community Education, NHF grant for Languages and Humanities, etc.); implement Title I Senior Solution program (forums, advocacy training, high school presentations), develop and implement Community Education seminar series (Lorain County 2000, management development, energy conservation)
Instructional Strategies and Delivery Systems	Instructional Services	LRP II-3 LRP II-4 LRP IV-3 LRP IV-14 LRP IV-16 LRP VII-1	Expand and develop new instructional strategies and alternative delivery systems (e.g., home television and newspaper courses, modular/individualized instructional programs, cooperative educational programs, training/learning packages, experiential credit, etc.); develop procedures for off-campus programs; develop off-campus site location(s)
Staffing	Instructional Services	LRP V-6 LRP V-8 LRP V-10 LRP VI-8	Develop policies, procedures and staffing to provide for closer coordination between full-time and part-time faculty and between programs; investigate additional staffing requirements resulting from growth in programs or functions (e.g., office suites, word processing center, library/audio-visual, science and math, etc.); rewrite job description for Coordinator of Apprenticeship Training; develop proposal to permit full-time faculty to teach Community Education courses as part of regular load
Student Activities Organization and Structure	Student Services	LRP IV-21 LRP VI-3a	Transfer some co-curricular activities to Division of Language and Humanities; revise salaries for activity directors
Student Activities	Student Activities	LRP IV-18	Expand promotional activities to increase participation in social, athletic, and cultural activities (media, signboard, LCCC TV, tabloid, announcements, target group mailings, weekly calendar, dial-a-number, etc.)

LONG-RANGE PLANNING OBJECTIVES, FY 1979-80
PRIORITY 2

PROGRAM OBJECTIVE	ORGANIZATIONAL UNIT	RELATION TO COLLEGE'S LONG-RANGE PLAN	PLANNED ACTIVITY
Private Funding	College Relations	LRP VIII-3	Contact private foundations to obtain support for college programs
Institutional Studies	Institutional Planning & Research, Data Processing Services	LRP IV-6 LRP IV-10 LRP IX-2	Conduct attrition, retention, and student follow-up studies
Policy Development	President	LRP V-8	Review, revise, and adopt college policies (personnel, facilities, retrenchment, etc.)
Institutional Reporting and Informations Systems	Institutional Planning & Research, Data Processing Services	LRP IV-2 LRP VI-7	Computerize UIS reports; develop new information files and reports, and information retrieval/storage system
Long-Range Planning/ Budgeting Process	President, Institutional Planning & Research	LRP V-11 LRP V-13 LRP V-14 LRP VIII-6 LRP IX-4	Refine planning/budgeting model implemented in FY 1978-79; conduct an evaluation of FY 1978-79 program objectives and activities
Computer Systems and Programming	Data Processing Services	LRP VI-7 LRP VII-2	Provide systems design and computer programming support for college departments based upon resource allocations and priorities; rewrite payroll system for Boards of Education; investigate long-term replacement of IBM 360/40 computer system
Educational Objectives	Institutional Planning & Research, Data Processing Services	LRP IV-15b	Develop system for tracking students
Staff Development	Controller, Personnel, Physical Plant, Purchasing	LRP VI-6 LRP VI-7 LRP VI-9	Provide training for new staff accountant, business office personnel, and grounds personnel; conduct seminars/workshops on communication, motivation, career exploration, for classified staff; develop telephone operator procedure manual
Facility Modification/ Repair	Physical Plant	LRP VII-2	Conduct annual evaluation of buildings and facilities; implement repairs and/or preventative maintenance as required; implement BH/PS building remodeling, handicap accessibility modifications, waterproofing of mechanical and pedestrian tunnels, courtyard repairs; supervise installation of fire and security monitoring systems
Business Services	Controller	LRP V-1 LRP V-8 LRP VI-7	Reorganize bursar function in conjunction with new staff accountant; revise and streamline Business Office procedures; revise forms and document bursar/payroll functions
Program Evaluation	Financial Aid, Dean of Students	LRP IX-2	Conduct a follow-up study of 1975 graduates, conduct study of HPER athletic program
Student Orientation	Student Activities	LRP IV-5	Develop comprehensive program orientation to meet needs of traditional and non-traditional students
Staffing	Dean of Students	LRP VI-8	Identify need for additional personnel; examine alternative scheduling of staff to meet student needs
Program Development	Admissions	LRP IV-12a	Provide assistance in the development of new academic programs and services
Student Admissions/ Registration	Admissions	LRP IV-3	Investigate telephone registration; develop staff procedure manuals; revise admissions and registration forms
Counseling Services	Counseling	LRP IV-7	Develop workshop/mini course "Do You Want To Go To College?" for various target groups (women, senior citizens, etc.)
Academic Advising	Counseling	LRP IV-7	Expand academic advising program; revise advising handbook

PROGRAM OBJECTIVE	ORGANIZATIONAL UNIT	RELATION TO COLLEGE'S LONG-RANGE PLAN	PLANNED ACTIVITY
Professional Development and Evaluation	Instructional Services	LRP V-4 LRP VI-5b LRP VI-6	Develop procedures for the evaluation of part-time faculty; continue support for faculty development program; implement TABS proposal; investigate additional incentives for faculty participation in state and national organizations; provide orientation program for faculty concerning the non-traditional student; develop and implement orientation program for part-time faculty; review divisional evaluation process; develop divisional seminars to stimulate interest in current issues; complete faculty development resource file; encourage faculty participation in professional improvement activities, particularly advanced study in enrollment growth areas; develop faculty development program for Community Education faculty; arrange meetings with Community Education staff and division faculties to increase understanding of roles; provide CPR training for LCCC staff; encourage faculty to develop and conduct workshops for other faculty
Facilities Planning	Instructional Services	LRP VII-8 LRP VII-9	Develop plans for remodeling of BH/PS building as result of moving into Humanities/Fine Arts Center; examine changing space requirements for various programs and recommend modifications (e.g., EET laboratory, word processing center, fire science training area, psychology/sociology multi-purpose lab, microbiology lab, computer/math lab, science and math lab/lecture room, apprenticeship training lab, etc.); review priority system for classroom utilization and recommend modifications; purchase new equipment as required; rearrange layout of library and audiovisual departments; install TV system in Humanities/Fine Arts Center; implement annual review of safety standards in instructional areas (e.g., science laboratories, etc.) and develop safety manuals; rewrite college facilities use policy

LONG RANGE PLANNING OBJECTIVES, FY 1979-80
PRIORITY 3

PROGRAM OBJECTIVE	ORGANIZATIONAL UNIT	RELATION TO COLLEGE'S LONG-RANGE PLAN	PLANNED ACTIVITY
Instructional Support	Library, Audiovisual	LRP IV-16 LRP VII-1	Evaluate audiovisual functions and services; develop resource file and videotape library on educational television programs; evaluate need and develop plan to provide learning resources for non-traditional programs (e.g., satellite library for off-campus sites, etc.); evaluate need to expand library/audiovisual hours; develop library collection as a result of new/expanded curricula (e.g., Language and Humanities, etc.); plan and implement student media design laboratory
Criminalistics Laboratory	Crime Lab	LRP II-2 LRP II-3 LRP II-10 LRP IV-8 LRP VI-6 LRP VI-8 LRP VII-9	Expand fingerprinting section with county ID fingerprint file; provide professional development opportunities for lab personnel; offer seminars/workshops for local police agencies; implement activities to increase lab service to college (lectures, internships, etc.); develop procedures to evaluate services; review need for additional personnel (ID technician, criminalist)
Facilities Planning	Institutional Planning & Research	LRP VII-2 LRP VII-8 LRP VII-10	Complete Humanities/Fine Arts Center; coordinate building modifications and other remodeling projects
Professional Development	President	LRP VI-6	Continue management development activities, with emphasis on the needs of individual administrators; develop program for new staff
Community Colle Leadership	President, College Relations	LRP-11	Identify leadership positions held by staff; encourage staff to assume leadership positions; obtain more publicity for LCCC
Community Relations	President, College Relations	LRP II-2 LRP II-7	Personal visits with community leaders; assess community image of college; inform community organizations of college activities
Auxiliary Services	Bookstore	LRP VI-7	Complete computerized system for the ordering of textbooks; improve the analysis of bookstore sales
Personnel Policy/ Procedures	Personnel	LRP VI-3a LRP VI-4 LRP VI-8 LRP VII-7	Revise screening committee procedures/training handbook; review and revise classified staff performance appraisal procedures; develop and implement computerized personnel information system; examine need for additional staffing as a result of the growth in programs, functions, and/or increased utilization of facilities
Emergency Procedures	Purchasing, Dean of Business Affairs, Controller, Physical Plant	LRP VI-5a LRP VI-7	Develop policy and procedures governing emergency closing and/or evacuation of buildings/campus
Financial Aid System	Financial Aid	LRP IV-17	Implement enhancements to on-line financial aid system
Transfer Students	Counseling	LRP IV-19a	Revise transfer brochure; develop transfer guide with one additional university

LONG-RANGE PLANNING OBJECTIVES, FY 1980-81

PROGRAM OBJECTIVE	ORGANIZATIONAL UNIT	RELATION TO COLLEGE'S LONG-RANGE PLAN	PLANNED ACTIVITY
Philosophy and Goals	President	LRP II-1	Review college's philosophy, mission, goals, and objectives; revise catalog statements as appropriate
Community Needs	Institutional Planning & Research	LRP IV-13	Conduct needs assessment survey for upper division and graduate courses
Organizational Structure and Staffing	President	LRP V-5 LRP V-8 LRP V-10	Review college's organizational structure and staffing patterns; implement necessary modifications in FY 1981-82
Levy Campaign	President	LRP VIII-2	Develop a plan (campaign organization, activities, and budget) for college levy renewal; develop financial resources; implement strategies in FY 1981-82
Facilities Planning	Institutional Planning & Research	LRP VII-2 LRP VII-3 LRP VII-8 LRP VII-10	Update Six-Year Capital Plan; coordinate planning for construction of new and/or remodeling of existing facilities
Institutional Studies	Institutional Planning & Research	LRP IV-19b	Conduct transfer student study
Long-Range Planning/ Budgeting Process	Data Processing Services, Institutional Planning & Research	LRP V-12	Develop an on-line'master schedule of college activities
Management Information and Analysis	Institutional Planning & Research	LRP VIII-7	Refine cost study analyses developed in FY 1979-80; develop cost-benefit analysis
Facility Modification/ Repair	Physical Plant, Bookstore, Purchasing	LRP VII-2	Conduct annual evaluation of buildings and facilities; implement repairs and/or preventative maintenance as required; continue master plan landscaping; resurface parking areas; complete handicap accessibility modifications; assess Business Services facilities requirements and modify, as necessary, Central Services department, bookstore, etc.
Financial Planning	Controller	LRP VIII-5	Investigate the implementation of a flexible budgeting process; refine cost study analyses developed in FY 1979-80 and the development of a cost-benefit analysis
Levy Campaign	Dean of Business Affairs	LRP VIII-2	Assist in the development of a plan for college levy renewal; develop financial resources; implement strategies in FY 1981-82
Capital Equipment	Purchasing	LRP VII-5	Develop and implement computerized system for equipment inventory control
Counseling Services	Counseling	LRP IV-4 LRP IV-5	Investigate the development and implementation of a comprehensive assessment program to identify strengths and weaknesses of students
Program Evaluation	Dean of Students	LRP IX-4	Evaluate student services programs
Developmental Education Program Development	Developmental Education	LRP II-3 LRP II-9 LRP IV-11 LRP IV-16	Implement plans for publicizing DVED programs; implement variable credit/continuous enrollment concept for reading/study skills course; implement DVED speech course; investigate the need and feasibility of adding a GED component to DVED program; develop an implement study to determine appropriate placement criteria (test scores) for DVED courses
Security Program Improvements	Security	LRP VII-2	Revise vehicle registration procedures

PROGRAM OBJECTIVE	ORGANIZATIONAL UNIT	RELATION TO COLLEGE'S LONG-RANGE PLAN	PLANNED ACTIVITY
Program Development	Instructional Services	LRP II-2 LRP II-3 LRP IV-8 LRP IV-12a LRP IV-16	Implement revised curriculum (e.g., second year Associate Degree Nursing, first year ORT, etc.); investigate expansion of MLT program; implement volunteer internship/mentorship program for women; conduct needs assessment for courses/programs (e.g., photography, film production, music, stage technology, signing, forensics); develop artists-in-residence program; establish College Summer Theatre Program; investigate establishment of college/community orchestra
Management Information and Analysis	Instructional Services	LRP VIII-1 LRP VIII-4 LRP VIII-7 LRP IX-5	Refine cost modeling procedures; recover 75% of Community Education total expenditures
Facilities Planning	Instructional Services	LRP VII-8 LRP VII-9	Develop plans for library expansion and for new physical education facility; maintain condition of existing facilities (e.g., tennis courts, etc.); develop computerized system for room reservations and non-credit space utilization
Instructional Support	Audiovisual, Science & Math	LRP IV-16	Revise and improve delivery system for IET modular program; evaluate and update computer/math lab software
Criminalistics Laboratory	Crime Lab	LRP IV-15a	Conduct evaluation of crime lab services
Staffing	Instructional Services	LRP V-10 LRP VI-8	Investigate additional staffing requirements resulting from growth in programs or functions (e.g., program developer for continuing education for health care professionals); investigate "Master-Teacher" graduate internships
Program/ Curriculum Review and Evaluation	Instructional Services	LRP IV-4 LRP IV-9 LRP IV-12a LRP IV-14 LRP IV-15a LRP VII-1	Implement program review and evaluation policy and procedures; secure accreditation of Police Science Program; review admissions criteria in Health Career programs; review and evaluate existing programs (e.g., social science/public service programs, theatre, art, music, etc.); evaluate off-campus programming; develop guidelines which describe the role and responsibilities of advisory committees; implement longitudinal study of DWI program effectiveness
Professional Development and Evaluation	Instructional Services	LRP VI-6	Secure institutional membership in ASTD; expand team teaching formats
Student Enrollment	Community Education, Language/ Humanities	LRP II-3	Develop proposal for credit/non-credit options for seminars/ workshops; develop art programs for K-12 school children

LONG-RANGE PLANNING OBJECTIVES, FY 1981-82

PROGRAM OBJECTIVE	ORGANIZATIONAL UNIT	RELATION TO COLLEGE'S LONG-RANGE PLAN	PLANNED ACTIVITY
Biennial Planning and Budgeting	President, Institutional Planning & Research	LRP VIII-1	Develop and implement strategies related to planning and budgeting
Community Relations	College Relations, Institutional Planning & Research	LRP II-2 LRP IX-8	Conduct study of impact of college on community to prepare for levy campaign
Educational Objectives	Institutional Planning & Research	LRP IV-15b	Collect data on educational program outcomes
Facility Modification and Repair	Physical Plant, Purchasing, Bookstore	LRP VII-2	Conduct annual evaluation of buildings and facilities; implement repairs and/or preventative maintenance as required; replace sidewalks and painting as needed
Biennial Planning and Budgeting	Dean of Business Affairs	LRP VIII-1	Develop and implement strategies related to planning and budgeting for FY 1981-83
Developmental Education Program Development	Developmental Education	LRP II-3	Implement variable credit/continuous enrollment writing and math courses
Facilities Planning	Instructional Services	LRP VII-8 LRP VII-9	Maintain and improve condition of existing facilities (e.g., gym, activity room, etc.); update facilities (e.g., racquetball courts, etc.)
Criminalistics Laboratory	Crime Lab	LRP VII-2 LRP VIII-2	Develop plans for renewal of levy; investigate need for additional mobile unit
Staffing	Instructional Services	LRP V-10 LRP VI-8	Investigate additional staffing requirements resulting from growth in programs or functions (e.g., program developer for continuing education for health care, business/industry)
Program Curriculum Review and Evaluation	Instructional Services	LRP IV-12a	Secure accreditation of Respiratory Therapy program; review and evaluate existing programs (e.g., art, languages, etc.)
Program Development	Instructional Services	LRP II-3 LRP IV-12a LRP IV-16	Implement revised curriculum (e.g., second year ORT program, etc.); develop elective courses for Health Career student majors; investigate offering of upper division courses (Nursing); develop programs to meet relicensing requirements for accountants and engineers; investigate establishment of "weekend college"

LONG-RANGE PLANNING OBJECTIVES, FY 1982-83

PROGRAM OBJECTIVE	ORGANIZATIONAL UNIT	RELATION TO COLLEGE'S LONG-RANGE PLAN	PLANNED ACTIVITY
Levy Campaign	College Relations	LRP VIII-2	Conduct campaign to renew county tax levy
Institutional Evaluation	President	LRP IX-7	Conduct a thorough evaluation of all college activities as part of long-range planning and reaffirmation of accreditation processes
Facilities Planning	Institutional Planning & Research	LRP VII-2	Develop a plan and timetable for expansion of HPER facilities
Levy Campaign	Dean of Business Affairs	LRP VIII-2	Assist in the campaign to renew the county tax levy
Facility Modification and Repair	Physical Plant	LRP VII-2	Conduct annual evaluation of buildings and facilities; implement repairs and/or preventative maintenance as required; assist in the development of a plan for a HPER facility
Staffing	Counseling, Admissions	LRP VI-2	Investigate use of paraprofessionals as counseling aides, admission recruiters, etc.
Facilities Planning	Health, Physical Education & Recreation	LRP VII-8 LRP VII-9	Complete plans for additional Physical Education complex
Management Information and Analysis	Community Education	LRP VIII-1	Recover 90% of Community Education total expenditures
Criminalistics Laboratory	Crime Lab	LRP VIII-2	Implement levy campaign
Program/ Curriculum Review and Evaluation	Instructional Services	LRP IV-9 LRP IV-12a LRP IV-15a	Evaluate existing programs (e.g., English, etc.)
Program Development	Instructional Services	LRP II-2 LRP IV-12a LRP IV-14	Investigate new clinical sites for Health Careers programs; review and evaluate existing programs; conduct needs assessment for arts programming for children

LONG-RANGE PLANNING OBJECTIVES, FY 1983-84

PROGRAM OBJECTIVE	ORGANIZATIONAL UNIT	RELATION TO COLLEGE'S LONG-RANGE PLAN	PLANNED ACTIVITY
Management Information and Analysis	Institutional Planning & Research	LRP VIII-4 LRP IV-2	Refine the comprehensive cost model and develop budget simulation program; develop standard report series (enrollments, programs, budget, costs, etc.)
Long-Range Planning/ Budgeting Process	Instituitonal Planning & Research	LRP V-13	Development of long-range planning catalog
Institutional Evaluation	Institutional Planning & Research	LRP IV-2 LRP IV-15a LRP IX-7	Prepare for reaffirmation of accreditation by the North Central Association of Colleges and Schools
Financial Planning	Controller	LRP VIII-4	Assist in the development of a comprehensive cost model and budget simulation program
Facility Modification and Repair	Physical Plant	LRP VII-2 LRP VII-5	Conduct annual evaluation of buildings and facilities; implement repairs and/or preventative maintenance as required; computerize physical plant maintenance service
Facilities Planning	Health, Physical Education & Recreation	LRP VII-8 LRP VII-9	Implement plans for addition of Physical Education complex
Management Information and Analysis	Community Education	LRP VIII-1 LRP VIII-4	Recover 100% of Community Education total expenditures; develop a comprehensive cost model and budget simulation program
Institutional Support	Library	LRP IV-16	Investigate installation of a computerized system for library bibliographic searches
Criminalistics Laboratory	Crime Lab	LRP VII-2	Investigate need to replace and/or purchase new equipment
Program/Curriculum Review and Evaluation	Instructional Services	LRP IV-10 LRP IV-12a	Conduct comprehensive job market survey; review and evaluate existing programs (e.g., humanities electives, etc.)
Program Development	Community Education	LRP II-3	Develop or implement courses, seminars, forums, etc., based on Orwell's 1984

Draft of Program-Evaluation
Policies and Procedures

Purpose

Evaluation of each program of the college should be undertaken periodically to provide faculty, administration, and the Board of Trustees with information concerning how well the program functions in relation to its objectives and the needs of the community. It may provide justification for actions of the following kinds:

1. Reconsideration of the validity of the program and continuation of support for it.
2. Reconsideration and possible redefinition of the goals, purposes, and objectives of the program.
3. Review and alteration of the content and structure of the program.
4. Reconsideration of priorities and allocation of resources.
5. Redefinition of roles and reassignment of individuals.

Definitions

A program is a course of study leading to a certificate or a degree. Program evaluation is a continuing process to assess the overall effectiveness of a program through systematic data collection and analysis.

Policy

All credit programs and courses will be reviewed at least once every five years, using procedures prescribed by the College Curriculum Council. Data Collection plus on-going programs with requirements mandated by appropriate agencies will be reviewed more often. In addition, the Dean of Instruction may require review of any program or course when a serious problem is indicated. Although formal review may occur only once every five years, on-going collection of data is necessary to provide a continuous means for monitoring and evaluating the effectiveness of programs.

Procedures

1. The Dean of Instruction will publish a five year schedule of programs to be evaluated.
2. In addition to the programs published in the five year review schedule, the Dean of Instruction will determine annually which, if any, additional programs will be evaluated. The following items could be considered in making that determination: history of the program, current status of the program, size of the program, administration of the program, external factors (e.g., licensing requirements, etc.), and other problems related to the program.
3. The Dean of Instruction will notify the Division Chairperson one year in advance that a program will be reviewed.
4. The Division Chairperson will coordinate the program review and supervise the preparation of a self-study report with recommendations. The self-study committee will include the Division Chairperson, program faculty, and other individuals as appropriate.
5. The initial step in developing the self-study report is the formulation of an evaluation plan. This plan should be submitted to the Dean of Instruction for review and approval before beginning the self-study. The plan should identify questions to be answered about the program, program data that will help answer these questions, and the evaluation criteria. The following questions should be considered in the development of the evaluation plan:
    a. What information is relevant and desired for the evaluation of the program?
    b. How will information about internal and external environment, value shifts, inputs, program operation and process, outputs, costs, resources, etc., be collected and introduced into the evaluation process?

   c. In what ways and at what times will faculty, administrators, students, consultants, and others be involved?
   d. How flexible and open will the process be?
   e. Should comparisons to other programs within the college and/or similar programs elsewhere be made and how?
   f. What kinds of assistance and other resources are necessary and/or desirable in conducting the evaluation?
   g. How will evaluation results be applied to decision-making?

6. The written self-study will be given to the members of the Curriculum Council at least one month before the Council reviews and discusses it. After studying the report and obtaining clarification from program faculty, the Council will present its recommendations to the Dean of Instruction. Recommendations may include the following:
   a. Continue the program as presently offered.
   b. Revise or modify the program in specific ways.
   c. Phase out or terminate the program.

Review of Evaluation Procedures

The policy and procedures for program evaluation will be reviewed and modified by the College Curriculum Council as appropriate.

PROGRAM EVALUATION OUTLINE

This outline is intended to be a guide for use in preparing the evaluation plan and for conducting the self-study. Appropriate modifications, additions, and/or deletions to the outline will need to be made to adequately accommodate the specific program being evaluated.

A. Program Goals and Objectives

1. *Program Data*
    a. State the current program goals and objectives, and describe any changes that have occurred in goals and objectives since the last review.
    b. Describe the relationship between this program and courses/programs offered by this and other divisions.
    c. Describe the relationship between this program and similar programs offered elsewhere in the region or the state.

2. *Evaluation Criteria*
    a. Are the program goals and objectives consistent with LCCC's mission?
    b. Is there an adequate and appropriate relationship between this program and courses/programs offered by this and other divisions?
    c. Is there an adequate and appropriate relationship between this program and similar programs offered elsewhere in the region or the state?

3. *Recommendations*

B. Program Content and Structure

1. *Program Data*
    a. List the courses comprising the program and designate major, direct support, and general education courses.
    b. Describe changes in program content and/or structure implemented since the last review.
    c. Describe the nature of instructional materials used in the program, e.g., textbooks, media, computer software, etc.
    d. Describe the methods of instruction used in the program, e.g., lecture, internship, individualized study, field experience, television, computer assisted instruction, etc.

2. *Evaluation Criteria*
    a. Are the program content and structure, as well as the learning experiences provided, appropriate in light of the stated objectives?
    b. Are the instructional materials used appropriate and adequate in light of the stated objectives, the needs and abilities of students, and the costs of providing instruction?
    c. Are the methods of instruction used appropriate and adequate in light of the stated objectives, the needs and abilities of students, and the costs of providing instruction?

3. *Recommendations*

C. Enrollments

1. *Program Data*
   a. Report enrollments and percent change by year and quarter for the past five-year period, provide other demographic information as appropriate (e.g., full-time/part-time, in-service/pre-service, etc.), and describe any major trends/shifts in enrollment.
   b. Describe any special admission policies or procedures and any special techniques used to recruit students into the program.
   c. Provide quarter by quarter retention data for the past five-year period and indicate the number of entering students who ultimately graduate from the program.
   d. Report the number of program graduates and percent change per year for the past five-year period.
   e. Describe the scheduling of classes in terms of the frequency with which courses are offered and the scheduling techniques used (e.g., on-campus, off-campus, evening, weekend, etc.).
   f. Report the number of course sections offered, the number of course sections cancelled/quarter, enrollments and student credit hours for all courses comprising the program for the past five year-period, and the ratio between the maximum number of seats available and the number of seats filled.
   g. Provide program enrollment projections for the next five-year period.
   h. Provide projections for program graduates for the next five-year period.
   i. Provide projections for employment opportunities for program graduates for the next five-year period.

2. *Evaluation Criteria*
   a. To what extent is the program meeting FTE enrollment projections?
   b. Is the admission of students consistent with LCCC's mission and the program's objectives?
   c. How satisfactory is the pattern of student retention?
   d. Is the number of graduates per year sufficient to support the program?
   e. How efficient is the program in terms of the ratio between the maximum number of seats available and the number of seats filled?
   f. Are enrollments sufficient to warrant the continuation of the program over the next five-year period?
   g. Does the frequency with which courses are offered enable students to complete the program in a timely fashion and are courses scheduled at times and locations designed to meet the needs of students?
   h. Are graduate employment opportunities sufficient to warrant the continuation of the program over the next five-year period?

3. *Recommendations*

D. Faculty

1. *Program Data*
    - a. List the full-time faculty involved in the major courses and describe their qualifications in terms of educational background, work experience, other experience, and certification standards, if applicable.
    - b. Describe the ratio of part-time to full-time faculty and describe, in general, the qualifications of the part-time faculty.
    - c. Describe the criteria and procedures for the recruitment and selection of full-time faculty.
    - d. Describe the criteria and procedures for the recruitment and selection of part-time faculty.
    - e. Describe faculty turnover for the past five-year period.
    - f. Describe the incentives and opportunities for faculty to maintain currency in their fields and to engage in professional development.
    - g. Describe the ratio of faculty to students, the average number of credit hours and contact hours taught per faculty member, and the average number of student credit hours produced per FTE faculty for the past five-year period.

2. *Evaluation Criteria*
    - a. Do the criteria and procedures for the recruitment and selection of full-time faculty enable us to attract and retain qualified personnel and thus insure high standards of instruction?
    - b. Are the full-time faculty sufficiently qualified to insure that high standards of instruction are maintained?
    - c. Are the part-time faculty sufficiently qualified to insure that high standards of instruction are maintained?
    - d. Are the incentives and opportunities for maintaining currency and professional development adequate and are they utilized?
    - e. Is the faculty load appropriate and consistent with college/divisional policy, Ohio Board of Regents' guidelines, and other external agency standards?

3. *Recommendations*

E. Facilities and Equipment

1. *Program Data*
    - a. Describe the on-campus facilities (classrooms, laboratories, and other designated areas) and report the number of square feet of space available to the program.
    - b. Describe any off-campus facilities used by the program.
    - c. Describe the equipment available to the program.
    - d. Describe projected facilities needed over the next five-year period.
    - e. Describe projected needs for new or replacement major equipment over the next five-year period.

2. *Evaluation Criteria*
    - a. Are the facilities needed to support the program adequate?
    - b. Is the instructional equipment adequate?
    - c. Does the program have adequate instructional equipment and materials for the number of students in the program?

3. *Recommendations*

F. Support Services

1. *Program Data*
   - a. Describe the instructional support services (e.g., library, audio-visual, developmental education, etc.) used by the program.
   - b. Describe the institutional support services (e.g., admissions, financial aid and placement, counseling, data processing, bookstore, etc.) used by the program.
2. *Evaluation Criteria*
   - a. How adequate are the instructional support services used by the program?
   - b. How adequate are the institutional support services used by the program?
3. *Recommendations*

G. Program Revenues and Costs

1. *Program Data*
   - a. Discuss revenues (e.g., state subsidy, student fees, grants, etc.) derived as a result of operating the program for each year over the past five-year period.
   - b. Discuss costs (e.g., personnel, major equipment, supplies, etc.) for the program over the past five-year period.
   - c. Report average costs per credit hour, contact hour, and FTE by course and for the total program for each year over the past five-year period.
   - d. Provide projected revenues and costs for the program over the next five-year period, including any major additional anticipated personnel costs or major costs for replacement or updating of equipment, etc.
2. *Evaluation Criteria*
   - a. Have program revenues and expenditures been in line with projections?
   - b. Are financial resources adequate to support the program?
   - c. Are projected revenues adequate to meet projected costs over the next five-year period?
   - d. Is it economically feasible to continue the program over the next five-year period?
3. *Recommendations*

H. Student Achievement

1. *Program Data*
   - a. Describe the measures of student progress used by the program.
   - b. Report the number and percent of graduates for each year over the past five-year period who are employed in jobs related to the program, as well as the number and percent in jobs not related to the program.
   - c. Report the number and percent of graduates who transferred to another educational institution in a program related to their program at LCCC.
   - d. Report the number and percent of graduates each year for the past five-year period not employed or who did not transfer to another institution.
   - e. Report results of graduate evaluations of the program's effectiveness in preparing them for their jobs or for further study at transfer institutions.
   - f. Report results of employer evaluations of graduate competencies and/or results of follow-up studies of success of transfer students.
   - g. Where appropriate, report the rate of success for each year over the past-five-year period of graduates taking licensing or qualifying examinations.
   - h. Report for each year over the past five-year period the average annual starting salaries for program graduates for those programs where appropriate.
   - i. Report the results of follow-up studies of non-returning students.

2. *Evaluation Criteria*
   - a. Are appropriate and suitable measures of student progress utilized?
   - b. Are program graduates able to secure employment in fields related to the program and are salaries adequate to attract students to this program?
   - c. What are the strengths and weaknesses of the program as identified by graduate and employer follow-up studies?
   - d. What are the strengths and weaknesses of the program as identified through follow-up studies of transfer students?
   - e. To what extent do program graduates possess competencies, e.g., technical skills, knowledge, work attitudes, interpersonal skills, etc.
   - f. To what extent are program graduates actually required on the job to utilize the skills and knowledge gained through the program?
   - g. What are the implications of the results of follow-up studies of non-returning students?
   - h. To what extent did program graduates, transfers, and non-returning students utilize LCCC's support services, e.g., counseling, Developmental Education, financial aid and placement, etc.?

3. *Recommendations*

I. Program Review and Development Processes

1. Program Data
   a. Describe how faculty, students and advisory committees are involved in on-going program review and development.
   b. Describe how external agencies, e.g., governmental or professional, impact on the program review and development processes.
   c. Describe activities and resources utilized in program review and development (e.g., library, audiovisual, developmental education, financial aid and placement, etc.)

2. Evaluation Criteria
   a. How adequate and effective is the involvement of faculty, students, and advisory committees in program review and development processes?
   b. How effective are external agencies in influencing program review and development?
   c. How adequate are the resources available to support program review and development, innovation and change? Are the available resources utilized?
   d. How adequate is the program evaluation data and the program evaluation process?

3. Recommendations

J. Summary, Conclusions, and Recommendations

1. Summarize major strengths of the program.

2. Describe any problems or concerns related to the program. Identify how the problem is being addressed within the College or if the problem or concern is not being addressed, identify potential solutions or alternatives to eliminate the problem or concern.

3. Identify major conclusions reached concerning program goals and objectives, program content and structure, enrollments, faculty, facilities and equipment, support services, program revenues and costs, student achievement, and program review and development processes.

4. Provide the College Curriculum Council with recommendations concerning the future of the program, including specific revisions or modifications recommended.

Questionnaire Used in
Survey of Adult Population
# of Medina, Ohio

LCCC Wants a Piece of Your Mind!

LORAIN COUNTY COMMUNITY COLLEGE
1005 North Abbe Road, Elyria, Ohio 44035 (216) 365-4191

EDUCATIONAL NEEDS SURVEY

The City of Medina

We know that you are busy and that you don't need (or want) another intrusion on your time. However, your opinion is extremely important to us. As a resident of Medina, you can help us determine what type of educational programs and services to offer to you.

In this questionnaire, we are asking you to share your thoughts about taking college level courses, the type of courses you would like to have offered in Medina, and how LCCC can best meet your needs. The information you provide will be used to determine how much interest Medina residents have in taking college level courses and to see what programs are in demand. For this reason, we would like an adult member of your household to complete this survey.

We would sincerely appreciate it if you would answer all the questions and return the survey form in the postage paid envelope. Even if you have no interest in college courses, we want to hear from you. However, if you can't (or don't want to) answer some of the questions, we will understand.

Please be assured that your responses to the survey will be completely confidential. In no instance will individual responses be identified or reported.

If you would like additional copies of the questionnaire for other adult members of your household, copies are available at the Franklin Sylvester Library and at the main offices of all Medina City Schools.

The questionnaire should ordinarily not take longer than fifteen minutes to complete. After completion of the questionnaire, please remember to return it to Lorain County Community College in the enclosed envelope within seven days.

We sincerely appreciate your cooperation in this project.

Omar L. Olson

Omar L. Olson
President

INFORMATION REQUEST

If you would like to receive further information about specific courses, programs, or LCCC in general, fill out the enclosed information request form and return it with your questionnaire. All information will be mailed to you free of charge.

(Please Print)

Name ____________________

Street ____________________

City __________ State __________ Zip Code __________

Telephone ____________________

Please send me:

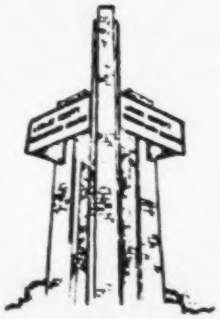
General Information

- ☐ Admissions Application
- ☐ Credit In Escrow (for high school students)
- ☐ Counseling
- ☐ Developmental Education
- ☐ Facts About LCCC
- ☐ Financial Aid
- ☐ Placement
- ☐ Transfer Guidelines

Instructional Program Information

- ☐ Art
- ☐ Avionics/Aeronautics Technology
- ☐ Business Careers
- ☐ Engineering Technologies
- ☐ Fire Science
- ☐ Health Careers
- ☐ Justice Systems (Police Science/Corrections/Security)
- ☐ Merchandising and Marketing Management
- ☐ Physical Education

For further information telephone the Admissions Office
Elyria (216) 365-4191, Ext. 267.



Note: Your Responses Will Be Kept Confidential

Please read each item and check the box ☐ beside the most appropriate alternative. Mark only ONE answer per item unless otherwise directed.

ABOUT YOUR INTERESTS:

The purpose of Lorain County Community College is to provide easy access to a broad range of quality educational programs and services desired by the residents of the area at the lowe possible cost. The education and training provided by Lorain County Community College is intended to help individuals obtain the knowledge and skills needed for educational ar occupational career advancement, personal development, and the effective use of leisure time.

1. Given this overall purpose of LCCC, would you be interested in enrolling for college level classes if they were offered in the City of Medina?

1 ☐ YES
2 ☐ NO

(If you are interested)

2a. Why are you interested in enrolling?
(Check ALL reasons that apply.)

EDUCATIONAL
1 ☐ To work toward a degree
1 ☐ To increase my general knowledge and skills
1 ☐ To prepare to transfer to a four-year college
1 ☐ To complete high school (GED)

OCCUPATIONAL
1 ☐ To prepare for a job
1 ☐ To prepare for a new job or career
1 ☐ To obtain a promotion and/or raise in my present line of work
1 ☐ To improve my knowledge and the technical skills required in my present job

PERSONAL
1 ☐ To meet new people, get away from daily routine, get involved in something new
1 ☐ For personal satisfaction
1 ☐ To improve myself

OTHER *(please specify)*
1 ☐ ____________________
1 ☐ ____________________

(If you are not interested)

2b. Are there specific reasons why you are not interested in enrolling?
(Check ALL reasons that apply, then skip to Question 8.)

EDUCATIONAL
1 ☐ Educational goals accomplished
1 ☐ Enrolled at another college
1 ☐ General dissatisfaction with college
1 ☐ Undecided about my educational goals

OCCUPATIONAL
1 ☐ Education I have is adequate for my job
1 ☐ No need to improve present job skills
1 ☐ Not sure of future job plans

PERSONAL
1 ☐ Home responsibilities too great
1 ☐ Family and/or personal reasons
1 ☐ Financial reasons
1 ☐ Lack of free time
1 ☐ No interest - no reason to enroll
1 ☐ Transportation problems

OTHER *(please specify)*
1 ☐ ____________________

Skip to Question 8.

3. If you were to enroll in a course offered by LCCC, what type of instruction would you prefer? *(Check ALL types of instruction that you would prefer.)*

1 ☐ Conventional classes - classroom lectures
1 ☐ Classes broadcast on television
1 ☐ Classes offered through local newspapers
1 ☐ Classes offered where you work
1 ☐ Conferences or workshops
1 ☐ A combination of work experience and class meetings
1 ☐ Correspondence study - independent study

4. The following is a list of general instructional areas at Lorain County Community College. Courses in each of these areas could be offered in the City of Medina.
(Check ☐ each area which interests you and in which you would like to enroll for a course if offered in Medina.)

Business

01 ☐ Accounting
02 ☐ Banking and Finance
03 ☐ Business Administration
04 ☐ Data Processing Technology
05 ☐ Economics
06 ☐ Marketing
07 ☐ Real Estate
08 ☐ Secretarial Science

Developmental (Basic Skills) Education

09 ☐ English
10 ☐ Math
11 ☐ Reading
12 ☐ Study Skills
13 ☐ Career Development
14 ☐ Speed Reading

Engineering Technologies

15 ☐ Avionics/Aeronautics
16 ☐ Chemical
17 ☐ Civil
18 ☐ Electrical
19 ☐ Engineering Mechanics
20 ☐ Graphics Design
21 ☐ Industrial
22 ☐ Mechanical

Health Careers

23 ☐ Medical Assisting
24 ☐ Medical Laboratory Technology
25 ☐ Medical Terminology
26 ☐ Nursing
27 ☐ Operating Room Technology
28 ☐ Practical Nursing
29 ☐ Radiologic Technology

Health, Physical Education, and Recreation

30 ☐ Health Education
31 ☐ Physical Education
32 ☐ Recreation Education

Language and Humanities

33 ☐ Art
34 ☐ Communication/Performing Arts
(Drama, Radio and Television, Speech)
35 ☐ English, Literature and Film
36 ☐ French
37 ☐ German
38 ☐ Humanities
39 ☐ Journalism
40 ☐ Philosophy
41 ☐ Spanish

Science and Mathematics

42 ☐ Biology
43 ☐ Chemistry
44 ☐ Environmental Health
45 ☐ Mathematics
46 ☐ Physical Science
47 ☐ Physics

Public Service Careers

48 ☐ Corrections
49 ☐ Fire Science
50 ☐ Police Science
51 ☐ Public Administration
52 ☐ Security

Social Sciences

53 ☐ Education
54 ☐ Geography
55 ☐ History
56 ☐ Library Aide
57 ☐ Political Science
58 ☐ Psychology
59 ☐ Sociology

Other *(please specify)*

60 ☐ ______________________
61 ☐ ______________________
62 ☐ ______________________
63 ☐ ______________________

Which of the above areas would you most like to enroll in this coming Fall Quarter (September, 1979)?
(Select and rank up to five areas and enter their numbers below.)

1st choice ______________________
2nd choice ______________________
3rd choice ______________________
4th choice ______________________
5th choice ______________________

If there are specific courses or course topics that you would like to study, write them in the space provided below.

____
____
____

Many individuals who would like to enroll in college courses face certain obstacles which make it difficult for them to actually enroll in and/or attend classes. The following is a list of services which LCCC might provide to assist potential students in overcoming these obstacles:

- **Career Counseling** to assist with life planning and career development.
- **Financial Aid** representative to answer questions about a variety of local, state, federal, and private programs.
- **Personal Counseling** to assist with educational planning, health counseling and personal-social development.
- **Tutoring** in a variety of subjects to provide "academic first aid" to students who are experiencing difficulty with their college courses.

5. How important would each of these services be in your decision to attend classes offered by LCCC? *(Please check ONE box ☐ for each service.)*

	Very Important	Somewhat Important	Not Important
Career Counseling	1 ☐	2 ☐	3 ☐
Financial Aid	1 ☐	2 ☐	3 ☐
Personal Counseling	1 ☐	2 ☐	3 ☐
Tutoring	1 ☐	2 ☐	3 ☐
Other *(please specify)*: ________________	1 ☐	2 ☐	3 ☐

6. If LCCC offered courses in Medina:

a. What days of the week would/could you attend?
(Check ALL days that you would/could attend.)

1 ☐ Monday
1 ☐ Tuesday
1 ☐ Wednesday
1 ☐ Thursday
1 ☐ Friday
1 ☐ Saturday
1 ☐ Sunday

b. What time of the day would you prefer? *(Check ALL times that you prefer.)*

1 ☐ Early morning
1 ☐ Morning
1 ☐ Afternoon
1 ☐ Early evening
1 ☐ Late evening

c. The average class at LCCC requires a student to spend about three hours per week in classroom work. With this in mind, how many times a week would it be convenient for you to meet in a class? *(Check ONE response.)*

1 ☐ Once a week (one 3 hour class)
2 ☐ Twice a week (two 1½ hour classes)
3 ☐ Three times a week (three 1 hour classes)
4 ☐ Any of the above
5 ☐ Other *(please specify)*: ________________

7. If you were to enroll in a course related to your job, would your employer reimburse you for all or part of the cost of books and/or instruction? *(Check ONE response.)*

1 ☐ Yes
2 ☐ No
3 ☐ Don't know
4 ☐ Unemployed/not applicable

ABOUT LCCC:

8. Have you or a member of your household ever been on the LCCC campus? *(Check ONE response.)*

1 ☐ Yes
2 ☐ No *(Skip to Question 9.)*

If yes, why were you or a member of your family on campus? *(Check ALL those that app*

	Myself	Member of family/househo
Campus tour	1 ☐	2 ☐
Club meeting	1 ☐	2 ☐
Conference or workshop	1 ☐	2 ☐
Credit course	1 ☐	2 ☐
Cultural program	1 ☐	2 ☐
Speaker program	1 ☐	2 ☐
Special interest (non-credit) course	1 ☐	2 ☐
Sports event	1 ☐	2 ☐
Other *(please specify)*: ________________	1 ☐	2 ☐

9. Lorain County Community College currently offers several types of academic instr tion to the residents of Medina. *(Please check EACH type you are aware of.)*

1 ☐ LCCC classes offered at the Medina County Joint Vocational School
1 ☐ LCCC classes offered over public television, WVIZ Channel 25
1 ☐ LCCC classes offered through the Medina County Gazette and other area newspapers

10. Would you be interested in enrolling for non-credit (special interest) course LCCC offered them in Medina?

1 ☐ Yes
2 ☐ No *(Skip to Question 11.)*

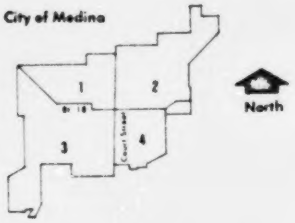
If yes, list those courses/topics that would interest you.

____
____
____
____

11. What is the best way to inform you of LCCC courses and activities offere Medina? *(Check ALL those that apply.)*

1 ☐ Direct mailings to your home
1 ☐ Ads in local newspapers
1 ☐ Announcements on local radio
1 ☐ Posters/announcements placed in the local library
1 ☐ Other *(please specify)*: ________________

ABOUT YOU:



12. Using the map of the City of Medina above, indicate the zone where you live. *(Check ONE response.)*
1 ☐ Zone 1
2 ☐ Zone 2
3 ☐ Zone 3
4 ☐ Zone 4

13. What is your sex? *(Check ONE response.)*
1 ☐ Female
2 ☐ Male

14. How old are you? *(Check ONE response.)*
1 ☐ Under 18
2 ☐ 18-20
3 ☐ 21-24
4 ☐ 25-34
5 ☐ 35-44
6 ☐ 45-54
7 ☐ 55-64
8 ☐ 65 Years or over

15. Are you presently: *(Check ONE response.)*
1 ☐ Employed
2 ☐ Unemployed
3 ☐ Retired
4 ☐ Full-time homemaker

If you checked one of these categories skip to Question 19.

16. What is your present occupation. *(Check ONE response.)*
1 ☐ Business owner, farm owner, or self employed
2 ☐ Clerical or office worker (bookkeeper, cashier, secretary, etc.)
3 ☐ Craftsman/skilled worker (carpenter, printer, electrician, etc.)
4 ☐ Laborer/unskilled worker (general laborer, farm laborer, etc.)
5 ☐ Official or manager (banker, business executive, store manager, etc.)
6 ☐ Operative/semiskilled worker (factory worker, machinist, welder, etc.)
7 ☐ Professional (engineer, lawyer, teacher, etc.)
8 ☐ Sales worker (department store salesperson, real estate agent, etc.)
9 ☐ Service worker (guard, watchman, custodian, etc.)
10 ☐ Technician (computer programmer, lab technician, etc.)
11 ☐ Other *(Please specify)* ______________________________

17. On the average, how many hours per week are you employed? *(Check ONE response.)*
1 ☐ 1-10 hours per week
2 ☐ 11-20 hours per week
3 ☐ 21-35 hours per week
4 ☐ 36 or more hours per week

18. Which of the following best describes the geographical area in which you are employed? *(Check ONE response.)*
1 ☐ Inside Medina city limits
2 ☐ In Medina County, outside Medina city limits
3 ☐ Cuyahoga County
4 ☐ Lorain County
5 ☐ Summit County
6 ☐ Wayne County
7 ☐ Other *(please specify)* ______________________________

19. How many years has it been since you last attended any school? *(Check ONE response.)*
1 ☐ Less than one year
2 ☐ 1-2 years
3 ☐ 3-5 years
4 ☐ 6-10 years
5 ☐ More than 10 years

20. What is the highest level of education you have completed? *(Check ONE response.)*
1 ☐ Eighth grade or less
2 ☐ Some high school
3 ☐ High school graduate
4 ☐ Business or trade school
5 ☐ Some college - no degree
6 ☐ Associate degree
7 ☐ Bachelor's degree
8 ☐ Master's and/or doctor's degree
9 ☐ Other *(please specify)* ______________________________

21. What is the total annual income of your household? *(Check ONE response.)*
1 ☐ Less than $10,000 per year
2 ☐ $10,000-$14,999 per year
3 ☐ $15,000-$19,999 per year
4 ☐ $20,000-$24,999 per year
5 ☐ $25,000-$29,999 per year
6 ☐ $30,000-$34,999 per year
7 ☐ $35,000-$39,999 per year
8 ☐ $40,000 or over per year

22. Please write in the number of people living in your household, including yourself, who are in each of the following age categories. *(If none, write 0.)*
Under 6 years ____________
6-13 years ____________
14-18 years ____________
19-22 years ____________
23-30 years ____________
31-40 years ____________
41-50 years ____________
Over 50 years ____________

How many of these people contribute to your household income?

(Write in the number). ____________

Is there anything else you would like to tell us about how LCCC could improve its educational programs and services to the people of Medina? Please attach a separate note and include in mailing envelope.

If you have any questions concerning this survey, please contact the Office of Institutional Planning and Research, Lorain County Community College, 1005 North Abbe Road, Elyria, Ohio 44035.

Thank you for your assistance in completing the questionnaire.

Questionnaire Used in Survey of Adult Learners

LORAIN COUNTY COMMUNITY COLLEGE
[illegible]
[illegible]

May 9, 1979

Dear Student:

Do you know that almost half of LCCC's students are 25 years of age or older? According to our records, you are one of these students and we need your help.

As part of a continuing effort to improve and expand the quality of programs and services offered by LCCC, we are conducting a special study concerning the reasons why adults 25 years of age or older participate in higher education. The results of this study will provide valuable information that will assist us in planning and developing programs, recruiting students, and designing learning experiences.

You have been selected to assist us in this study along with other students enrolling at LCCC for the first time this Spring. The questionnaire is designed to allow you to respond quickly and should only take a few minutes of your time. Please complete the questionnaire and return it as soon as possible -- hopefully, within three days. A self-addressed postage-paid envelope is enclosed for your convenience. The number of people being asked to respond to the questionnaire is small; therefore, the response of each selected participant is very important if the study is to be meaningful.

You will note that the last section of the questionnaire asks you to respond to some personal information, for example, sex, age, occupation, etc. This information is requested so that we can better understand the needs of different sub-populations of our adult students. You may be assured of complete confidentiality. The questionnaire has an identification number for mailing purposes only. This is so we may check your name off the mailing list when your questionnaire is returned. Your name will never be placed on the questionnaire, and your responses will be held in the strictest professional confidence.

If you have any questions, please call either of us at the College. We appreciate your time and cooperation and look forward to receiving your completed questionnaire.

Sincerely,

Stephen Jonas
Director of Institutional
Planning and Research

Janice M. Irwin
Project Director

P.S. We hope to have the results of the study available in late July or early August. Students interested in receiving a copy of the results should contact LCCC's Office of Institutional Planning and Research.

ADULT PARTICIPATION IN HIGHER EDUCATION AT LORAIN COUNTY COMMUNITY COLLEGE

Directions

We would like to know the extent to which each of the 40 reasons listed below influenced you to enroll at Lorain County Community College.

For each reason, please circle the category which best reflects the extent to which the reason influenced you to enroll. Sometimes the "Much Influence" category is on the right-hand side of the page and sometimes it is on the left. No reason for enrolling is any more or less desirable than any other reason. Please be frank. There are no right or wrong answers.

REASON	HOW MUCH INFLUENCE DID THE REASON HAVE ON YOUR ENROLLING AT LCCC?			
1. To seek knowledge for its own sake	Much Influence	Moderate Influence	Little Influence	No Influence
2. To share a common interest with my spouse or friend	No Influence	Little Influence	Moderate Influence	Much Influence
3. To secure professional advancement	Much Influence	Moderate Influence	Little Influence	No Influence
4. To become more effective as a citizen	No Influence	Little Influence	Moderate Influence	Much Influence
5. To get relief from boredom	Much Influence	Moderate Influence	Little Influence	No Influence
6. To carry out the recommendation of some authority	No Influence	Little Influence	Moderate Influence	Much Influence
7. To satisfy an enquiring mind	Much Influence	Moderate Influence	Little Influence	No Influence
8. To overcome the frustration of day to day living	No Influence	Little Influence	Moderate Influence	Much Influence
9. To be accepted by others	Much Influence	Moderate Influence	Little Influence	No Influence
10. To give me higher status in my job	No Influence	Little Influence	Moderate Influence	Much Influence
11. To supplement a narrow previous education	Much Influence	Moderate Influence	Little Influence	No Influence
12. To stop myself from becoming a "vegetable"	No Influence	Little Influence	Moderate Influence	Much Influence
13. To acquire knowledge to help with other educational courses	Much Influence	Moderate Influence	Little Influence	No Influence
14. To fulfill a need for personal associations and friendships	No Influence	Little Influence	Moderate Influence	Much Influence

REASON	HOW MUCH INFLUENCE DID THE REASON HAVE ON YOUR ENROLLING AT LCCC?			
15. To keep up with competition	Much Influence	Moderate Influence	Little Influence	No Influence
16. To escape the intellectual narrowness of my occupation	No Influence	Little Influence	Moderate Influence	Much Influence
17. To participate in group activity	Much Influence	Moderate Influence	Little Influence	No Influence
18. To increase my job competence	No Influence	Little Influence	Moderate Influence	Much Influence
19. To gain insight into my personal problems	Much Influence	Moderate Influence	Little Influence	No Influence
20. To help me earn a degree, diploma or certificate	No Influence	Little Influence	Moderate Influence	Much Influence
21. To escape television	Much Influence	Moderate Influence	Little Influence	No Influence
22. To prepare for community service	No Influence	Little Influence	Moderate Influence	Much Influence
23. To gain insight into human relations	Much Influence	Moderate Influence	Little Influence	No Influence
24. To have a few hours away from responsibilities	No Influence	Little Influence	Moderate Influence	Much Influence
25. To learn just for the joy of learning	Much Influence	Moderate Influence	Little Influence	No Influence
26. To become acquainted with congenial people	No Influence	Little Influence	Moderate Influence	Much Influence
27. To provide a contrast to the rest of my life	Much Influence	Moderate Influence	Little Influence	No Influence
28. To get a break in the routine of home or work	No Influence	Little Influence	Moderate Influence	Much Influence
29. To improve my ability to serve mankind	Much Influence	Moderate Influence	Little Influence	No Influence
30. To keep up with others	No Influence	Little Influence	Moderate Influence	Much Influence
31. To improve my social relationships	Much Influence	Moderate Influence	Little Influence	No Influence
32. To meet formal requirements	No Influence	Little Influence	Moderate Influence	Much Influence
33. To maintain or improve my social position	Much Influence	Moderate Influence	Little Influence	No Influence

REASON	HOW MUCH INFLUENCE DID THE REASON HAVE ON YOUR ENROLLING AT LCCC?			
34. To escape an unhappy relationship	No Influence	Little Influence	Moderate Influence	Much Influence
35. To provide a contrast to my previous education	Much Influence	Moderate Influence	Little Influence	No Influence
36. To comply with the suggestions of someone else	No Influence	Little Influence	Moderate Influence	Much Influence
37. To learn just for the sake of learning	Much Influence	Moderate Influence	Little Influence	No Influence
38. To make new friends	No Influence	Little Influence	Moderate Influence	Much Influence
39. To improve my ability to participate in community work	Much Influence	Moderate Influence	Little Influence	No Influence
40. To comply with instructions from someone else	No Influence	Little Influence	Moderate Influence	Much Influence

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Background Information: This information is requested so that we can better understand the needs of different sub-populations of our adult population. Please be assured that all returns are strictly confidential and in no case will the answers of individuals be singled out.

41. What is your sex?

____ (1) FEMALE
____ (2) MALE

42. How old are you? ____ YEARS

43. What is your marital status?

____ (1) SINGLE
____ (2) MARRIED
____ (3) WIDOWED
____ (4) DIVORCED/SEPARATED

44. Are you presently:

____ (1) EMPLOYED
____ (2) UNEMPLOYED *(skip to question 47)*
____ (3) RETIRED *(skip to question 47)*
____ (4) FULL-TIME HOMEMAKER *(skip to question 47)*

45. What is your occupation? ____________________

46. On the average, how many hours per week are you employed?

____ (1) 1 - 10 HOURS/WEEK
____ (2) 11 - 20 HOURS/WEEK
____ (3) 21 - 35 HOURS/WEEK
____ (4) 36 OR MORE HOURS/WEEK

47. How many years has it been since you last attended any school?

____ (1) LESS THAN ONE YEAR
____ (2) 1 - 2 YEARS
____ (3) 3 - 5 YEARS
____ (4) 6 - 10 YEARS
____ (5) MORE THAN 10 YEARS

48. What is the highest level of education you have completed?

____ (1) HIGH SCHOOL GRADUATE
____ (2) BUSINESS OR TRADE SCHOOL
____ (3) SOME COLLEGE - NO DEGREE
____ (4) ASSOCIATE DEGREE
____ (5) BACHELOR'S DEGREE
____ (6) MASTER'S AND/OR DOCTOR'S DEGREE
____ (7) OTHER *(please specify)*: ____________________

49. Do you plan to earn an LCCC degree?

____ (1) YES
____ (2) NO

50. What curriculum are you enrolled in at LCCC? ____________________

51. In what credit courses are you enrolled Spring Quarter? ____________________

THANK YOU FOR YOUR ASSISTANCE!

Final Appendix

Recorded below are extracts
from the Request for Proposal
issued by the Ohio Board of
Regents setting forth the
purposes to which work in
this project was directed.

Project Title: IDENTIFYING AND ENCOURAGING EXEMPLARY PROJECTS OF ACADEMIC PLANNING AND BUDGETING

Section A: General Thesis

As individual institutions have worked to upgrade the quality of internal budgeting processes, the most resistant area to objective study and change has been the area of direct instructional programs. Budgeting for academic departments continues to be incremental from one year rather than a process for continually reexamining the performance characteristics and resource utilization patterns of existing commitments and activities along with the increments of increased need.

There is evidence, however, that some institutions are beginning to make serious and concerted efforts to design unique internal procedures of academic budgeting and planning, with carefully supportive informational sub-systems, which integrate goal examination, program output and performance measures, work load expectations, comparative cost characteristics, and priority building procedures, directly within the instructional department and college-level decision-making systems. As was learned during earlier phases of the state's management improvement efforts, it is extremely difficult to develop at the state level a uniform approach to internal academic planning and budgeting which can be adopted successfully by diverse institutions.

It is the purpose of this project to invite institutional proposals for specific developmental activity which would take advantage of local circumstances uniquely permitting major progress to be made at this point in time. The project seeks to recognize very special local conditions which would enable substantial planning and budgeting progress to occur within the instructional programming components of institutions, and to make supportive grants to partially fund specific developmental activities. Such projects would have the dual value of advancing academic planning and budgeting within the individual institutions themselves, and of serving as exemplary models for the guidance of other institutions.

Section B: Outcomes Sought

As institutions improve analytical techniques for understanding resource utilization patterns of instructional programs, and as movements toward systematic review and evaluation of academic programs promise greater specificity in goal determination and identification of performance indicators, the interface between available data bases and the actual budget-making process becomes critical to sound planning and budgeting. The physical presence of pertinent supporting data at the moment of decision-making, and the integration of well-formulated data components into the decision framework itself holds promise for transforming interesting research analyses into vital tools for sound management.

The outcomes sought in this project are exemplary developments within individual colleges or universities which modify existing planning and budgeting processes within academic departments and colleges so as to integrate available quantifiable data on required service levels, outcomes sought, resources utilized, costs incurred, and performances achieved, with customary judgments about future needs growing out of historical activity and spending levels.

Proposals submitted in response to this invitation should set out in considerable detail the scope of the project proposed to be undertaken, the characteristics of the academic and planning process sought to be developed, the nature of the informational components proposed to be integrated within on-going processes of academic department and college planning and periodic budgeting effort, and the time tables according to which development is planned. The proposal should set out as well the extent to which external consultative assistance is anticipated and the ways in which process models and informational components proposed to be developed hold promise of utility for other institutions seeking to benefit by exemplary projects undertaken in response to this invitation.

The outcomes of each developmental project supported as a result of this invitation shall be described in a final report prepared by the proponent. Such report shall be suitable for distribution to all public colleges and universities in Ohio, and shall be delivered in one thousand copies to the Board of Regents at the conclusion of the project. Brief progress reports shall be submitted to the Board of Regents at the end of each three months period during the life of the project.

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